



President
Reports

Minority, Women and Disabled Students Faculty and Staff

Annual Report / 1999

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

THIRTEENTH ANNUAL REPORT

ON GOALS AND PLANS

**TO IMPROVE THE PARTICIPATION AND SUCCESS
OF MINORITY, WOMEN, AND DISABLED STUDENTS**

IN ACADEMIC PROGRAMS;

AND THE RECRUITMENT AND RETENTION

OF MINORITY, WOMEN, AND DISABLED

FACULTY AND STAFF

OFFICE OF THE PRESIDENT

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Introduction

This is the thirteenth annual Report to the Illinois Board of Higher Education on minority, female, and disabled students, faculty and staff. As directed by the Illinois Legislature, the Report evaluates the results of campus plans and efforts to increase the participation and achievement of minorities, women, and disabled students, faculty and staff.

For more than a decade, the SIU institutions have provided a broad array of programs and services to improve the participation and success of underrepresented groups and have expended considerable state, federal, and institutional resources in support of these programs and activities. This Report is produced through the coordinated efforts of staff in the Office of the President and at Southern Illinois University Edwardsville and Southern Illinois University Carbondale. Major responsibility for leadership in assuring the participation and success of underrepresented groups is vested in the constituent universities. The Office of the President assists the institutions in defining and developing realistic goals, monitors progress, and holds the institutions accountable for their performance in discharging their responsibilities in this important area.

Many persons throughout the University contributed to the preparation of this report. Those most directly involved include Seymour Bryson, Associate Chancellor, SIUC; John S. Haller, Jr., Vice President for Academic Services, Office of the President; Leslie J. Musch, Equal Opportunity Officer, School of Medicine, SIUC; and Elizabeth Tarpey, Assistant to the Provost, SIUE.

Southern Illinois University Carbondale Minority, Women, and Disabled Students, Faculty, and Staff Annual Report 1999

I. Annual Overview

Southern Illinois University Carbondale continues to sponsor programs, activities, initiatives, and other focus activities that are designed to enhance the University's ability and potential to provide equitable opportunities for underrepresented students, faculty, and staff. Among the major new initiatives were activities designed to strengthen the institution's planning ability. This year, the University's Affirmative Action Committee was actively involved in reviewing, assessing, and evaluating the recommendations included in last year's underrepresented report. Following a comprehensive review, the committee developed and presented a series of recommendations that will be considered for implementation during the coming year.

The University Affirmative Action Committee includes representation from the major recognized faculty, staff, and student constituency groups and faculty and staff members appointed by the Chancellor. The Committee serves as an advisory body to the Associate Chancellor for Diversity and the University Affirmative Action Officer.

The Committee was asked to help prepare recommendations on the six goals included in last year's SIUC underrepresented report. The Chancellor, in order to communicate her commitment to diversity, met with the committee at the beginning of the 1998 fall semester. During this meeting, she articulated her vision for wanting to ensure that all segments of the SIUC community recognize and understand the important role of domestic and international diversity in SIUC's present and future.

The Committee was asked to help develop realistic action plans that would assist in the University's facilitating acceptance of diversity at all levels. Subcommittees were formed to examine each of the six following goals.

Goal 1: Develop a plan and recommend a structure to provide financial resources and staff to support and encourage recruitment and career development of underrepresented minority and female faculty.

Goal 2: Identify ways in which to enhance the institution's ability to attract and enroll a higher percentage of black and Hispanic students who meet or exceed regular admission requirements.

Goal 3: In addition to supporting and encouraging the career development of women faculty and staff, provide financial resources and staff to recruit, support, and encourage the career development of black and Hispanic faculty and staff.

Goal 4: Provide financial and staff support for an office that will provide focused services to minority students, similar to the offices operated for women and the disabled.

Goal 5: Consider recruiting for tenure-track positions black, Hispanic, Native American, and female faculty who possess the required minimum academic degree requirements and who are currently employed at SIUC.

Goal 6: Develop and financially support an active plan for recruiting minorities for civil service and administrative positions.

The Subcommittee researched practices of other universities as well as discussed existing support programs for faculty, staff, and students. Units such as University Women's Professional Advancement, Disability Support Services, Women's Services, and individual college and departmental mentoring initiatives provided tangible and successful evidence of support and retention programs. The Committee developed recommendations specific to each of the six goals. One of the major findings was a need for the university to consider a way to centralize current efforts and resources as well as to develop new initiatives. It was particularly noticed that services provided to minority students, faculty, and staff were not comprehensive, nor centralized. Among the Committee's recommendations were:

- Establish a minority and female recruitment fund.
- Establish a cultural center for minority students.
- Develop a centralized administrative office that oversees all programs and initiatives that serve minority students and faculty. Individual programs and specific units should be established similar to those currently operated for women, disabled, and international students and faculty.
- Provide funds to support professional development needs of minority faculty and staff comparable to those currently available to women faculty and staff.
- Conduct community hearings to solicit citizen input regarding methods for attracting diverse candidates for civil service positions.

In an effort to highlight the University's commitment to diversity, the position, formerly held by the Executive Assistant to the Chancellor for Affirmative Action/Equal Opportunity, was changed to Associate Chancellor (Diversity).

In an effort to expand the number of faculty, staff, and administrators involved in the planning, developing, and implementing of programs for underrepresented populations, the Associate Chancellor (Diversity) held a series of conversations with departmental faculty and staff, constituency groups, and groups from underrepresented populations. The purpose of these conversations was to establish a common ground for working collaboratively with key individuals who have the major responsibility for selecting their colleagues. A secondary goal was to help create a positive and equitable culture for responding more effectively to the needs and concerns of underrepresented populations.

In the past year, the Associate Chancellor (Diversity) co-sponsored with several women faculty members in the colleges of Science and Engineering a one-day workshop. The purpose of the workshop was to expose female high school students in the local area to careers in fields of science and engineering. The workshop activities were conducted by female professionals in the community and accomplished SIUC faculty members in the colleges of Science and Engineering. After completing the workshops, students were asked to evaluate the workshop and their knowledge and awareness of programs available in the colleges of Science and Engineering.

One finding from the evaluations that can be used in planning and sponsoring programs to enhance the participation of women in underrepresented careers, is knowing who stimulates students' interest in career planning. When asked, "Who influenced your career plans?" students responded as follows: teachers 52 percent, mothers 24 percent, fathers 18 percent, friends 4 percent, and counselors 0 percent.

When asked if any local scientist or a mathematician had influenced their career plans, 17 or 68 percent said no and 8 or 23 percent said yes. These results suggest that programs sponsored to influence career choices of women students should include mothers, fathers, and appropriate professional females who can serve as positive role models.

In the past year, the Women's Studies staff received approval to add a new course to the University Core Curriculum. The course is entitled "Women in Science and Technology, An Interdisciplinary Study." The course will focus on women's experiences and the future of women in the field of science and technology.

In the past year, programs sponsored by the College of Advanced Technical Studies, the United Airlines-Southern Illinois University Carbondale Aviation Career Day program, and the Minority Aviation Council Rotor Wing Association and Women in Aviation program has helped increase the number of minorities and number of underrepresented students enrolled in SIUC's aviation program. In the past year, 90 minority and women high school students participated in the SIUC Aviation Career Day. Ten of the 16 seniors who participated in the program have enrolled at SIUC for the 1999 fall semester.

Quantitative data documents that this institution continues to make slow but gradual progress in increasing the representation of underrepresented students in the student population, particularly at the undergraduate level. We are also making gradual progress in enhancing the academic performance of undergraduate students, particularly racial and ethnic minority students. If we are to maintain or enhance this progress, efforts designed to diversify the administrative, faculty, and civil service staff must be expanded and adequately supported. Top-level administrators must understand, recognize, and appreciate the need for a diversified faculty and staff and provide a fair and equitable environment for underrepresented populations. To help establish equal opportunities for underrepresented students, faculty, and staff, the institution needs to ensure that members of underrepresented populations are included in meaningful administrative policy-making positions in support areas, in the classroom, and in programs and areas that provide direct services to students. Efforts to achieve this goal will be continued during the coming year.

Attachment A

II. Focus Topics**Improving Representation in Teacher Education**

1. *What is the enrollment and degree completion rate of minority students compared with majority students in teacher education at your institution? What is the enrollment rate and completion rate of women in teacher education programs in fields of low female participation such as science and mathematics? What is the trend over the past ten years of participation and degree completion of these two groups compared with majority students?*

Approximately 10 percent of the students enrolled in SIUC's teacher education program are minority students. That percentage has remained fairly constant over the past ten years. Over this period, approximately eight percent of the teacher education graduates have been minority students in any given years. Between 92-95 percent of minority students who enter the teacher education program during their junior year complete their degree and certification requirements.

Although it varies yearly, female enrollment and completion in the areas of science and mathematics has averaged approximately 40 percent. Nearly all of the female students who enter these teacher education fields during their junior year complete degree and certification requirements.

2. *What special programs does the Institution offer that seek to increase the enrollment and success of minority and female students in teacher education?*

Recently the College of Education was accepted for membership in the Holmes Partnership. As a member of the Partnership, the SIUC College of Education will be involved in the Holmes Scholars program. The purpose of this program is to recruit minority students into doctoral programs in education for the purpose of developing outstanding scholars and leaders in the field of teacher education.

3. *What kind of programs, activities and practices have proven especially successful in improving minority and female student enrollment and success in teacher education?*

The College of Education sponsors O.M.E.S.E. (Organization for Minority and Ethnic Students in Education). This group is especially effective at developing activities that help retain minority students in teacher education. If a minority high school or transfer student is visiting campus, the College's Office of Academic Advisement will often arrange a meeting or arrange for an O.M.E.S.E. student(s) to meet with the prospective student and his or her parents.

The College of Education also has begun the Student Leaders program. The Student Leaders are specially selected and trained undergraduates whose role is to help recruit and retain students in the College of Education. Approximately 25 percent of the Student Leaders are minority students. In addition, the College sent five of their Student Leaders – one of whom is a minority student – to the national Leader Shape conference this summer at the University of Illinois at

Champaign-Urbana. The purpose of this conference is to help undergraduates to develop and refine their leadership skills for use back on campus and in future endeavors.

Also, the College of Education has developed Professional Development Schools with the Unity Point and Carbondale Elementary school districts. These professional development schools are emerging collaborative, partnerships with the two school districts for the purpose of preparing teachers at the undergraduate level and for providing professional development opportunities for district teachers. Since both districts have a high percentage of minority and international students, minority students may be attracted to the teacher education program for the opportunity to work with minority pupils at the elementary and junior high/middle school level.

4. *What kind of difficulties are commonly encountered and most difficult to overcome in increasing the rate of minority and female students into teacher education?*

The most common difficulty encountered in increasing the rate of minority and female students into teacher education is the low pay and low prestige offered by the teaching profession in comparison to the higher paying or higher prestige opportunities offered these students in the fields of business and science.

5. *What programs and activities, if any, does your institution sponsor for pre-collegiate students in order to inform and attract minority and female students into teacher education?*

The College of Education is in the process of initiating discussions with the St. Louis City Public School District for the purpose of developing closer ties between the college and the school district. One possible outcome of this partnership is the ability to recruit students from the school district to SIUC. The St. Louis City School District has a magnet school for students interested in a career in teaching. It is possible that these students may be a source for future teachers matriculating at Southern Illinois University at Carbondale.

Workforce Preparation & Placement for Students with Disabilities

1. *Please describe the programs and fields in which students with disabilities have enjoyed success in securing appropriate entry-level positions.*

According to University Career Services (UCS), students with disabilities are largely employable in the same fields as their non-disabled peers; students with degrees in technical fields are in the highest demand. The College of Applied Sciences and Arts (CASA) reports that students with disabilities have enjoyed success in securing appropriate entry positions in programs and fields of study offered through the College, such as Architectural Studies, Interior Design, Automotive Technology, Aviation Technologies, Dental Technology, Health Care Management, Office Systems and Specialties-Court Reporting and Advanced Technical Studies of Applied Sciences and Arts. Primarily, students with learning disabilities such as dyslexia, reading comprehension and testing deficits have enrolled in these programs. A few individuals

with physical or sensory disabilities such as hearing impairment, amputation, epilepsy, blindness, and quadriplegia have also been successful.

Where students have been successful in securing appropriate employment, some of the entry positions focused on intellectual and communications skills rather than physical skills. Examples of these entry positions titles include Service Engineer, Technical Writer, Customer Service Specialist, Technical Trainer, Technician, Personnel Manager, Administrative Assistance, Court Reporter and Business Owner.

The College of Engineering served 25 undergraduate and three graduate students with disabilities, constituting approximately 2% of the student body, in spring 1999. The Departments of Civil Engineering, Electrical Engineering, and Technology each had seven students with disabilities while Mechanical Engineering had three students and Mining Engineering had one student, respectively. These numbers seem to indicate that, among the students, there is no preference of one engineering discipline over the other. Only one Engineering student was reported as a wheelchair user.

Liberal Arts degree holders are in great demand for jobs in the service industry, including customer, personnel, and human relations. These candidates, disabled or not, are perceived as trainable, bright, and flexible. The College of Liberal Arts notes that English majors typically go into graduate programs, law school, or enter careers in high school teaching, business, government, and industry. English majors with disabilities have succeeded in all of these post-graduate endeavors. Among graduate students in English, at least five students with disabilities have succeeded in achieving terminal degrees or MA's and have become successful high school teachers or achieved success outside of teaching.

Administrations of Justice majors primarily enter the fields of law enforcement, corrections, and security. Due to physical agility requirements of these jobs, these types of positions typically have employment restrictions that preclude the hiring of anyone with visual, hearing, or motor-skill disabilities. As a result, few students with physical disabilities choose to major in Administration of Justice. Some Administration of Justice graduates with disabilities have found positions in probation and court services, correctional counseling, social services, and surveillance. Students with learning disabilities have had success in finding employment in the criminal justice field performing fingerprinting, computer screening, and registering and certifying documents and firearms.

UCS also reports that the medical fields are generally not receptive to disabled applicants. In fact, the courts have consistently upheld that many medical practitioners (nurses, physicians, etc) must have full ranges of physical, sensory, and cognitive abilities. Thus, occasionally students with some types of disabilities cannot meet the fundamental requirements of the medical or health degree programs that would prepare them for medical employment. A few students in some of these same programs and other programs in the College of Applied Sciences and Arts have not been successful in completing and/or securing entry positions. For example, a legally blind student in Aviation Technologies was not successful in completing the program. A student in Health Care Management with a mental health disability cannot serve an internship to complete the degree requirements, and she will not be employable, because of an inability to

work on a regular basis. A student with a vision problem was able to complete the Mortuary Science and Funeral Service program, but has not been able to find employment because of the inability to work at night.

The College of Agriculture reports that a) a Bachelor of Science graduate in Animal Science with a mobility disability has had a successful career in insurance; b) a recently graduated Bachelor of Science major in Forestry with a disability was hired as an Accessibility Specialist in the National Center on Accessibility at Martinsville, Missouri; and c) a Master of Science graduate in Animal Science who is sight impaired has had a successful career as a college teacher.

The College of Mass Communication and Media Arts reports that many students with learning disabilities have secured positions in the unlimited fields of cinema and photography. The College has had very few students with obvious physical disabilities (sensory or mobility). It is unknown how successful these students have been in securing positions in their fields. The College's expectations are that the photography students with physical disabilities will have moderate success in securing entry positions in the field of photography. Students with physical disabilities studying cinema focused their studies toward screenwriting or scriptwriting. Students with disabilities have had success in the areas of writing equal to the success of students without disabilities in the same field. Students with disabilities have enjoyed success in newspaper and magazine journalism and in advertising and integrated marketing communications.

Undergraduate students with disabilities are broadly represented in degree programs offered by SIUC. There are more than 410 undergraduate students whose disabilities qualify them for services through the Disability Support Services (DSS) office and they represent virtually all colleges and most departments, from art to zoology. Though there are no undergraduate math majors, there are a significant number of students who choose majors in strongly math-based curricula like Accounting, Chemistry, Electrical, Mechanical and Civil Engineering, Information Technology and Pre Medicine. Predictably, comparable to non-disabled students, students with disabilities are well represented in liberal arts, education, rehabilitation, psychology and social work.

The University offers assistance in employment services to all students through the Career Services Office. DSS has affiliated, this year, with President Clinton's Commission on the Employment of People with Disabilities. A representative of this group visited the campus in January 1999 and interviewed students with disabilities. The intention, purpose, and outcome of this initiative was to provide entry employment opportunities, including internships, to individuals with disabilities. To date, students have been offered several opportunities including positions in Washington D.C., Phoenix, Arizona and Northern Illinois.

2. *Please describe any programs in which students with disabilities have encountered difficulty in gaining entrance. What kinds of accommodations, if any, have and can be made to increase student success?*

Students with disabilities have not encountered difficulty entering programs for which they are qualified. Theoretically, problems could arise if, for example, a student unable to perform

the fundamental requirements of a degree program (for example, a deaf student who aspired to a nursing career) should request admission. Though this type of situation has developed in other settings and has been resolved by the courts, it has not happened at SIUC.

Many accommodations can and have been made to insure student success. The University routinely provides standard academic accommodations as required by federal law including, but not limited to, note takers, brailled or taped textbooks, sign language interpreters, writers, readers, and adapted testing. The University also individualizes accommodations as needed. For example, the University provided, with funds from the Office of Rehabilitation Services, tutoring services for an English major who is blind to learn to use JAWS for Windows, a voice synthesized computer program. This student became very proficient, and was, in turn, hired under the same third party agreement, to tutor another blind student. A secondary benefit to the original English major was the experience she gained in teaching, an enhancement to her resume.

Other creative accommodations include extending services to the growing number of students who have mental health diagnoses. For example, individuals who have documented clinical depression may exhibit slowed thought processes, reduced reaction times, and delayed physical movement, all of which could cause them to benefit from testing accommodations. The University provides this service, with others on an individualized basis, to some students who are mentally ill.

Graduate student services that are routine but that have been particularly effective include the taping of textbooks for a law student who is blind and taping sociology texts for a student with a significant learning disability. Both of these individuals will graduate this year. The University also provides interpreting services, at institutional expense in the absence of a third party payee, to a deaf graduate student in Rehabilitation.

In the Department of Linguistics, Information Technology accommodated a blind student who was computer literate by purchasing and installing a Braille keyboard to be attached to a computer in the Faner computer lab. She did all her homework and term papers on this keyboard for the duration of her degree program. Further, Disability Support Services worked effectively with her on examinations and other tasks.

The College of Mass Communications and Media Arts notes that all students are allowed entrance into the major of cinema and photography if they qualify academically. Completing the film production course work is difficult for some students with disabilities, but supported by Disability Support Services and with departmental assistance, they do manage to complete course requirements. Because of the nature of film production courses, all students are required to make their own films. Students with disabilities often work with the assistance of others in order to complete their films. Students with visual impairments could be successful in the area of film studies, but they may be unable to complete film production requirements, which are fundamental to the course.

Depending on the disability, students with disabilities may have difficulty in programs that require manual dexterity, such as computer use, which might hamper writing work in news editorial journalism and in advertising. Adaptive equipment, including computers and Brailled

devices, has been provided to facilitate the participation and success of these students. Photographic facilities for photojournalism might require modification for some students with disabilities.

There are individuals with disabilities who serve successfully as on-air talent and in business capacities of radio/television. One well-known and very successful anchor is without a hand. Also, there are blind, deaf and mobility impaired professionals actively working in the business aspects of radio and television.

Occasionally, academic units provide accommodations independent of Disability Support Services. Presently, there are two students with mobility disabilities in programs in the College of Agriculture, one in Food and Nutrition and one in Forestry. Specialized equipment was purchased this year so the Food and Nutrition student could take one course; there are two specialized laboratory benches in the College that can be used for laboratory classes; and Muckleroy Auditorium like all of the University's auditoriums, is equipped with assistive listening technology for students with hearing impairments.

The Graduate School reports approximately 100 self-reported students with disabilities in graduate programs. Two students were referred to the Disability Support Services office (DSS) for taping of all of their textbooks and other course material. One student was blind and the other had a learning disability. The Rehabilitation Institute has two deaf students currently enrolled - one receives interpreting services from DSS and the other uses an amplifier to hear class lectures. The Department of Special Education reported one student with a learning disability who needed special testing accommodations for taking preliminary exams for the doctorate degree. The most frequent disability encountered by the Arts and Design department is dyslexia, which is more frequently found among visual artists than in the general population. The problem is common enough that most faculty recognize dyslexia and offer assistance with reading and writing assignments, and when appropriate, the students are referred to DSS.

3. *To what extent do students with disabilities enter programs in fields of high occupational demand such as allied health, computer science, etc? What obstacles, if any, exist to student entry into these programs and fields? What accommodations, if any, have and can be made to facilitate student success?*

Data from the 1998 N.O.D./Lou Harris Survey of Americans with Disabilities indicated that people with disabilities continue to make progress in higher education; they are now just as likely to have completed at least some college as other adults. At SIUC students with disabilities enter fields of high occupational demand such as allied health, computer science, and engineering. DSS currently serves students with disabilities majoring in several health related fields including Rehabilitation, Health Care Management, Health Education, Pre Medicine, Therapeutic Recreation and Social Work. DSS is also working with students in computer based programs including Information Technology and Computer Science. Disability participation in SIUC's high demand engineering programs are impressive; DSS currently serves seven students in Civil Engineering, four in Electrical Engineering and three in Mechanical Engineering. The College of Engineering reports that 25 undergraduates and three graduate students have been self-identified as disabled.

There are no significant obstacles to program involvement at SIUC. Access to higher education, at both the national and the local level, does not seem to be a problem. The problem, as affirmed by the N.O.D/Lou Harris Survey, is access to employment; only three in ten working age adults (29%) with disabilities are employed full or part time, compared to eight in ten (79%) of their non-disabled peers. In fact, working age adults with disabilities are no more likely to be employed today than they were a decade ago, despite access to higher education.

The College of Applied Sciences and Arts reports that most of the College's programs are in technical fields of high occupational demand yet few students with physical disabilities enter these programs. One reason is that some technical fields require sustained physical activity and/or standards and levels of physical skills including mobility, hand-eye coordination, and manual dexterity that are fundamental to program involvement. Students with learning disabilities are well represented in the College's programs.

In the field of Aviation Flight, the Federal Aviation Administration restricts the number and types of disabilities that a pilot may have. These regulations are particularly restrictive toward airline pilots, which is the occupational goal of most of the College's Aviation Flight students. As a consequence, students who have disabilities such as visual, hearing, or mobility limitation do not apply to the program.

In Information Systems Technologies, students entering any field using the computer as an input tool must be capable of key stroking in some way--either with fingers, toes, mouth stick, eye blinds, etc. The University provides appropriate adaptive hard and software as needed. Students with limited finger usage have been successful and specialized materials are available to teach different keyboarding finger configurations. For example, blind students can keyboard using a Braille reader.

The Department of Speech Communication notes that it is a field with high occupational demand. Sight and sound impairments may prove particularly problematic for students in this field since the ability to see and hear are fundamental to program and employment involvement. Students with learning and mobility impairments can readily be accommodated.

4. *Please give examples of the kinds of obstacles that students with disabilities encounter in pursuing programs and entering careers. What kinds of accommodations have been made to improve student success? What types of obstacles have been difficult to accommodate?*

Students with disabilities generally do not encounter significant obstacles entering education programs at SIUC. The College of Science is concerned that working safely with hazardous materials could be difficult for students with some disabilities. The Department of Chemistry has been reducing potential hazards for all students by revising student laboratory exercises to eliminate hazardous chemical use as much as possible. This improvement has the additional benefit of making the laboratories more accessible to students with disabilities. All laboratory science departments have laboratory work stations designed for use by students who use wheelchairs. Students with poor muscle control can have difficulty with the fine manipulation involved in many experiments. These students can be accommodated by working with lab partners.

One of the most significant obstacles to employment is the lack of employment history. Students with disabilities are often fully funded in colleges or universities by state/federal vocational rehabilitation services. Unlike their non-disabled peers, they frequently do not need jobs to assist in their support. They may also face significant disincentives to employment; they may either jeopardize, or fear that they will jeopardize, other benefits including Social Security, if they work. Thus, many students with disabilities finish post-secondary education with no demonstrable work history and no employment references.

The low rate of employment leads to a serious income gap; one in three disabled adults, compared to just one in eight non-disabled adults, live in very low income households (< \$15,000) according to NOD data.

The College of Applied Sciences and Arts expresses concern that graduates with learning disabilities might not succeed in finding employers who are willing and capable of providing the same level of assistance provided in the academic setting to insure success on the job.

Students with physical, mental, auditory, or visual disabilities may encounter obstacles in pursuing careers in some of the College's programs and career fields. In allied health programs and careers, obstacles might include concerns about sustained mobility, manual dexterity with equipment, and limited communication skills with physicians, peers, and patients. Special equipment or other accommodations generally will allow students with disabilities to perform the essential course requirements. Employers may be hesitant to hire persons with disabilities if they feel that accommodations may be too expensive.

In Aviation Flight, it is impossible for students with visual or hearing disabilities to enter any sort of flight career. Federal Aviation Administration (FAA) requirements are very restrictive when certifying pilots especially pilots who fly passengers for hire. The same is true for Air Traffic Controllers. Most airlines and the FAA state that the certified applicant "must be able to reach and successfully manipulate all controls." This requirement is a major obstacle for many individuals with physical disabilities.

The College of Liberal Arts expresses similar concerns. The Department of Anthology notes that the discipline requires extensive reading. For students with visual or auditory disabilities, the Department works closely with Disability Support Services to provide audio materials, recorded textbooks, and recorded journal articles. The primary obstacle is employer concerns and reluctance to hire.

Laboratory settings can create obstacles. Students with visual disabilities are accommodated by the use of partners or assistants hired by DSS. Color blindness, a relatively minor disability, can be problematic in chemistry laboratories where observation of subtle color changes is important to outcomes. In laboratories where this problem could occur, the potential difficulty is mentioned to the whole class in advance so that students can identify themselves. Occasionally, a student first discovers the existence of a color blindness disability during chemistry lab.

5. *Please describe any special programs, activities, or practices that have proven especially effective in improving the workforce preparation of students with disabilities.*

Disability Support Services offered this year, in collaboration with University Career Services (UCS), a program to enhance the workforce preparation of students with disabilities. Prior to the visit of the representative of President Clinton's Commission on the Employment of People with Disabilities, DSS and UCS assisted students in several ways. DSS/UCS staff helped students fill out internship and employment applications, taught resume development workshops, performed mock interviews, and offered career counseling.

This small-scale effort involving 13 students with disabilities has already resulted in several internship/employment offers. DSS will gather follow up data in October 1999. These efforts will be duplicated in January 2000 depending on the analysis of the follow up data.

More concentrated efforts could and should be made. With minimal additional funding, college and university career and disability offices could collaboratively offer workshops to all students with disabilities. These workshops should include resume and letter preparation, interviewing and career counseling. In addition, university staff need to work with students individually to identify appropriate and cost effective employment accommodations. Outreach efforts should include employers who need information about the average cost of accommodations (> \$500 according to one study) and the work performance of individuals with disabilities (superlative according to several studies).

Concerted efforts need to be made to insure the work readiness of graduates with disabilities. Students with disabilities need specific information about allowable earnings under Social Security and the state/federal vocational rehabilitation programs, so they can make informed choices about work. When remunerative work is not an option, students should have opportunities to develop and document valid, job-related volunteer service.

Most college and university disability offices are strained to perform the basic requirements of their mission - providing mandated academic support services to students with disabilities. Additional funding needs to be identified and allocated if additional efforts are expected of these small offices.

The Disabled Student Recreation Program of the Student Recreation Center is one of the special programs that has proven effective in improving the workforce preparation of the students in Forestry and would likely be helpful for other students. The Disabled Student Recreation Program offers extensive program options to students with disabilities ranging from Tai Chi to scuba diving. Data gathered nationally and at SIUC support the value of this kind of participation in attaining employability.

The College of Applied Sciences and Arts is committed to the success of all students with disabilities who enroll in the College's programs. The College's Office of Student Support Services provides tutors and mentors who assist students with study and time management skills and provide review sessions to help students prepare for exams.

In addition, faculty work closely with University Career Services to assist all students with disabilities in their preparation for transition into the workforce.

The Disability Support Service office identified and awarded three scholarships to students with disabilities in the College of Engineering.

The Department of English notes that until the advent of readily available computer technology, written communication required manual manipulations of writing instruments, such as pens and pencils or typewriters. Computer technology has opened the capacity to write to all people, including those with serious physical disabilities. Better access to computer technology and faculty trained in the use of adaptive technology would improve the employability of graduates with disabilities.

In the Department of Geography, it is challenging to accommodate students with visual limitations because of the heavy usage of graphic materials such as maps, charts, and computer displays, though modifications could be explored and implemented as required. Students in Geography with auditory difficulties are accommodated by the use of note takers, and mobility problems are readily accommodated as long as the individual can use a computer workstation.

In the Department of Psychology, blind students face special difficulties because the learning environment involves extensive reading. Textbooks are converted to audio cassettes and students then study these cassettes. Students with learning disabilities can face special problems in an intense academic environment. The Department of Psychology, as well as the other academic units in the College of Liberal Arts, cooperates fully with Disability Support Services to accommodate such students whenever possible.

Wheelchairs can occasionally make it difficult for their occupants to access already installed consoles of production equipment. At the University, modifications are readily made to insure access.

In the College of Liberal Arts the advent of computer technology has made learning accessible to many students who were limited because of their disabilities. Most academic units indicate that individual accommodations to individual students' difficulties is routine practice and it seems to be an efficacious way of dealing with disabilities. When students learn about accommodations that facilitate involvement in educational programs, they are concurrently learning about employment accommodations.

Attachment B

**III. Tables on Student Enrollment, Staff Enrollment,
and Fiscal Resources**

Table 1	Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1998 and 1999
Table 2	Programs for Underrepresented Students at Southern Illinois University/Students Served, Fiscal Year 1999
Table 3	Programs for Underrepresented Staff at Southern Illinois University/Staff Served, Fiscal Year 1999

Table 1
DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1998 AND 1999*

Program	Staff Years Budgeted		Dollars Budgeted**		Change In Dollars Budgeted
	FY98	FY99	FY98	FY99	
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
Chicago H.S. for Agricultural Sci./Recruitment Program***	0.02	0.05	1,000	4,000	3,000
Future Scholars Program***	0.92	0.92	62,900	62,900	-
Minority Engineering Program***	2.00	2.00	206,200	206,200	-
So. IL Regional Career Preparation Program***	4.46	4.46	75,000	70,000	(5,000)
Upward Bound***	5.50	5.50	308,600	314,800	6,200
Women's Introduction to Engineering***	0.20	0.20	7,000	7,100	100
American Medical Women's Association/Medical School	0.04	0.05	2,000	2,400	400
Affirmative Action Office/Medical School	0.45	0.45	14,000	14,400	400
Black American Studies Program	3.65	3.25	213,800	204,900	(8,900)
Black Togetherness Organization	0.60	0.60	12,300	12,600	300
Center for Basic Skills	12.75	12.75	287,000	309,800	22,800
College of Business Minority Retention Program	2.40	2.75	60,900	62,700	1,800
College of Education Minority Retention & Recruitment Program	0.60	0.60	14,000	14,000	-
Disabled Support Services	4.42	4.50	180,100	189,700	9,600
Dr. H.C. Landecker Memorial Endowment					-
Fund/Medical School	0.02	0.02	1,200	1,200	-
Graduate Dean's Fellowship Program	0.40	0.40	56,700	55,000	(1,700)
Head Start	48.50	49.50	2,062,300	2,115,500	53,200
Health Science Enrichment Program/Medical School	0.36	0.36	35,000	45,000	10,000
IL Consortium for Educational Opportunity Program	4.10	4.10	1,670,000	1,710,000	40,000
IL Minority Graduate Incentive Program	4.00	4.00	735,000	804,000	69,000
Fund/Medical School					-
Medical/Dental Preparatory/Medical School	12.25	12.17	835,400	846,400	11,000
Minority Participation Scholarships	0.08	0.08	154,600	154,600	-
Multicultural Programs and Services	2.45	2.45	111,700	93,000	(18,700)
Night Transit	0.70	0.70	35,600	32,000	(3,600)
Office of Exec. Asst. to the Chancellor	6.00	6.00	311,500	307,200	(4,300)
Prematriculation Program/Medical School	0.50	0.50	89,200	89,200	-
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	1.33	0.50	18,100	20,900	2,800
Project Achieve	12.25	12.25	583,700	622,800	39,100
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	3.00	3.00	153,500	161,600	8,100
Scholarship Program for Academically Superior Minority Students/Medical School	0.02	0.75	5,200	5,500	300
School of Law Diversity Fellowships/Scholarships	0.02	0.02	61,000	61,000	-
School of Law Tutorial Program	0.56	0.75	8,500	12,000	3,500
Special Populations/Disabled Student Recreation Program	2.06	2.06	81,000	81,300	300
Student National Medical Association/Medical School	0.21	0.75	5,200	5,500	300
University Woman's Professional Advancement	1.60	1.60	89,400	91,100	1,700
Wheel Chair Repair Service	0.50	0.50	17,500	16,600	(900)
Women's Services	1.85	2.08	46,200	52,900	6,700
Women's Studies	1.00	1.00	82,300	108,700	26,400
Disability Support/Overhead Recovery	0.00	0.25	19,000	10,700	(8,300)
Minorities in Agriculture, Nat. Resources & Related Sciences	0.02	0.02	500	500	-
Graduate School Developing Scholars	0.25	0.25	3,600	1,000	(2,600)
MEDPREP Alliance Scholarship	0.09	0.05	50,000	101,900	51,900
MEDPREP Alliance Program/Medical School	0.03	0.03	4,100	4,300	200
Disability Accommodations	0.90	0.90	46,700	71,800	25,100
United Airlines-Southern Illinois University Carbondale					-
Aviation Career Day for African American, Hispanic American and Female High School Students****		0.15		6,000	6,000
Minority Aviation Council, Rotor Wing Assn. And Women in Aviation****		0.10		4,000	4,000

N/A Not Available

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution.
for this purpose

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.

**** New Programs

Table 2 (continued)

Programs for Underrepresented Students at Southern Illinois University Students Served, Fiscal Year 1999

	Black	Hispanic	Asian	American Indian	Total Minority	White	Unknown	Females	Disabled	Multi-Purpose**	Total Served
Disability Accommodations											
University Women's Professional Advancement (UWPA)							41	37			41
United Airlines-Southern Illinois University Carbondale											
Aviation Career Day for African American, Hispanic											
American and Female High School Students	37	23	3	0	63	27		51			90
Minority Aviation Council Rotor Wing Association											
Women in Aviation	10	6	0	0	16	25	0	15	0	0	41

Table 3
PROGRAMS FOR UNDERREPRESENTED STAFF AT SOUTHERN ILLINOIS UNIVERSITY
STAFF SERVED, FISCAL YEAR 1999
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

	Black	Hispanic	Asian	American Indian	Minority	Total	White	Unknown	Females	Disabled	Purpose	Total Served
University Women's Professional Advancement					50				524			552
Women's Studies						1083						1083
Affirmative Action Office/Medical School											196	196
Disabled Support Services	0	0	0	0	0	0	0	0	0	0	0	0
Project Achieve	1				1				14			14

Attachment C

IV. Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippines Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Attachment D.

Attachment D

V. Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped.."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United State Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injury individuals who have documented, diagnosed learning disabilities, and those other individuals who disabilities require special institutional assistance.

Using the above definition, indicate in the lines below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year preceding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY 1999 Undergraduate Enrollment of Students with Disabilities	787
FY 1999 Graduate/Professional Enrollment of Students with Disabilities	129

The above enrollment count is: (please check one)

- | | | |
|----|---|---------------|
| A) | estimate of the number of disabled students at the institution | _____ |
| B) | count of the number of students receiving services at the institution | _____ |
| C) | number of students that self-reported a disability | _____ X _____ |

Attachment E

VI. Program Reviews

There were no Support Unit Reviews for SIUC during 1998.

Minority Students

Goals

- Establish a campus enrollment that reasonably approximates the state of Illinois 1990 census minority population.
- Increase minority students' participation, achievement, and program completion rates.
- Establish a university environment sensitive to and supportive of minority students.

Progress in Meeting Goals

Trends in Representation

Minority Students

[Tables 1, 1A, 1.1, 1.2]

In the past year, the number of total minority students **increased** 3.1 percent from 4,028 or 18.4 percent in 1997 to 4,151 or 18.7 percent in 1998.

In the past five years, the number of total minority students **increased** 16.7 percent from 3,558 or 15.4 percent in 1994 to 4,151 or 18.7 percent in 1998.

In the past year, the numbers and percentages of undergraduate (31%) and graduate students (7.8%) **increased**. The number and percentage of minority professional students **decreased** 9.3 percent from 172 or 23.9 percent in 1997 to 156 or 21.3 percent in 1998.

Black Students

In the past year, black student enrollment **increased** 3.6 percent from 3,010 or 13.7 percent in 1997 to 3,119 or 14 percent in 1998.

In the past five years, black enrollment **increased** 23.6 percent from 2,524 or 10.9 percent in 1994 to 3,119 or 14 percent in 1998.

For the second consecutive year the percentage of black undergraduate students exceeds the state population. In the past year, the number of black undergraduate students **increased** 3.5 percent from 2,654 or 14.9 percent in 1997 to 2,746 or 15.3 percent in 1998.

In the past five years, the SIUC undergraduate black student enrollment **increased** 24.6 percent from 2,204 or 11.8 percent to 2,746 or 15.3 percent.

In the past year, the number and percentage of black graduate students **increased** 8.6 percent from 267 or 7.9 percent in 1997 to 290 or 8.1 percent in 1998. The number of professional black students **decreased** 6.7 percent between 1997 and 1998 and 16.2 percent between 1994 and 1998.

Total Entering Freshmen Enrollment

In the past year, total freshmen enrollment **increased** 8.6 percent from 2,314 to 2,513.

In the past five years, freshmen enrollment **increased** 9.3 percent from 2,300 in 1994 to 2,513 in 1998.

Black Entering Freshmen Enrollment

In the past year, the number of black students in the freshman class **increased** 0.6 percent from 464 or 20 percent in 1997 to 467 or 18.6 percent in 1998. In the past five years, the number of black students **increased** 16.2 percent from 402 or 17.5 percent in 1994 to 467 or 18.6 percent in 1998.

Hispanic Entering Freshman Enrollment

In the past year, the number and percentage of Hispanic freshmen students **increased** 3.3 percent from 68 or 2.9 percent in 1997 to 83 or 3.3 percent in 1998. In the past five years, the number and percentage of Hispanic freshmen students **increased** 16.2 percent from 61 or 2.7 percent in 1994 to 83 or 3.3 percent in 1998.

New Transfer Enrollment

Total New Transfer Enrollment

In the past year, the number of new transfer students **decreased** 6.9 percent from 2,122 to 1,975. In the past five years, new transfer students **decreased** 13 percent from 2,269 in 1994 to 1,975 in 1998.

Black New Transfer Enrollment

In the past year, the number of new black transfer students **decreased** 2.6 percent from 193 in or 9.1 percent 1997 to 188 or 9.52 in 1998.

In the past five years, the number and percentage of black transfer students **increased** 27 percent from 148 or 6.5 percent in 1994 to 188 or 9.5 percent in 1998.

Hispanic New Transfer Enrollment

In the past year, the number of Hispanic transfer students **decreased** 45.1 percent from 51 or 2.4 percent in 1997 to 28 or 1.42 percent in 1998.

In the past five years, the number of Hispanic transfer students **decreased** 20 percent from 35 or 1.5 percent in 1994 to 28 or 1.4 percent in 1998.

Minority Representation

Total Minority Enrollment

[Table 1]

In the past year, the number and percentage of minority students **increased** 3.1 percent from 4,028 or 18.4 percent in 1997 to 4,151 or 18.7 percent.

In the past five years, the number and percentage of minority students **increased** 16.7 percent from 3,558 or 15.4 percent in 1994 to 4,151 or 18.7 percent in 1998.

Minority Undergraduate Enrollment

In the past year, the number and percentage of minority undergraduate students **increased** 3.1 percent from 3,472 or 19.5 percent in 1997 to 3,581 or 20 percent in 1998.

In the past five years, the number and percentage of minority undergraduate students **increased** 16.9 percent from 3,062 or 16.4 percent in 1994 to 3,581 or 20 percent in 1998.

Minority Graduate Enrollment

In the past year, the number and percentage of minority graduate students **increased** 7.8 percent from 384 or 11.4 in 1997 to 414 or 11.6 percent in 1998.

In the past five years, the number and percentage of minority graduate students **increased** 20.7 percent from 343 or 9.1 percent in 1994 to 414 or 11.6 percent in 1998.

Minority Professional Enrollment

In the past year, the number and percentage of minority professional students **decreased** 9.3 percent from 172 or 23.9 percent in 1997 to 156 or 21.3 percent in 1998.

In the past five years, the number and percentage of minority professional students **increased** 2 percent from 153 or 22.2 percent in 1994 to 156 or 21.3 percent in 1998.

Black Representation

Total Black Enrollment

[Table 1]

In the past year, the number and percentage of black students **increased** 3.6 percent from 3,010 or 13.7 percent in 1997 to 3,119 or 14 percent in 1998.

In the past five years, the number and percentage of black students **increased** 23.6 percent from 2,524 or 10.9 percent in 1994 to 3,119 or 14 percent in 1998.

Black Undergraduate Enrollment

In the past year, the number and percentage of black undergraduate enrollment **increased** 3.5 percent from 2,654 or 14.9 percent in 1997 to 2,746 or 15.3 percent in 1998.

In the past five years, the number and percentage of black undergraduate students **increased** 24.6 percent from 2,204 or 11.8 percent in 1994 to 2,746 or 15.3 percent in 1998.

Black Graduate Enrollment

In the past year, the number and percentage of black graduate enrollment **increased** 8.6 percent from 267 or 7.9 percent in 1997 to 290 or 8.1 percent in 1998.

In the past five years, the number and percentage of black graduate students **increased** 31.2 percent from 221 or 5.9 percent in 1994 to 290 or 8.1 percent in 1998.

Black Professional Enrollment

In the past year, the number and percentage of black professional enrollment **decreased** 6.7 percent from 89 or 12.4 percent in 1997 to 83 or 11.4 percent in 1998.

In the past five years, the number and percentage of black professional students **decreased** 16.2 from 99 or 14.4 percent in 1994 to 83 or 11.4 percent in 1998.

Hispanic Representation

Total Hispanic Enrollment

[Table 1]

In the past year, the number of Hispanic students **increased** 0.2 percent from 524 in 1997 to 525 in 1998.

In the past five years, the number and percentage of Hispanic students **increased** 1.9 percent from 515 or 2.2 percent in 1994 to 525 or 2.4 percent in 1998.

Hispanic Undergraduate Enrollment

In the past year, the number of undergraduate Hispanic students **increased** 0.2 percent from 452 to 453. The percentage decreased from 2.54 percent to 2.53 percent.

In the past five years, the number and percentage of undergraduate Hispanic students **increased** 0.9 percent from 449 or 2.4 percent in 1994 to 453 or 2.5 percent in 1998.

Hispanic Graduate Enrollment

In the past year, the number and percentage of Hispanic graduate students **decreased** 2.1 percent from 48 or 1.4 percent to 47 or 1.3 percent.

In the past five years, the number and percentage of Hispanic graduate students **increased** 9.3 from 43 or 1.1 percent in 1994 to 47 or 1.3 percent in 1998.

Hispanic Professional Enrollment

In the past year, the number and percentage of Hispanic professional enrollment **increased** 4.2 percent from 24 or 3.3 percent in 1997 to 25 or 3.4 percent in 1998.

In the past five years, the number and percentage of Hispanic professional students **increased** 8.7 percent from 23 or 3.3 in 1994 to 25 or 3.4 percent in 1998.

Trends in Academic Achievement

Academic Performance

[Tables 3, 3A]

Increasing minority students' academic performance to a level that closely approximates the University's majority student academic performance is one of SIUC's goals. Fall semester grade point average and academic standing are used as benchmarks to track and evaluate student academic achievements.

In the past year, the grade point average of the total population **increased** 0.4 percent from 2.78 in 1997 to 2.79 in 1998. White students grade point average **increased** 0.7 percent from 2.84 in 1997 to 2.86 in 1998. Black students' grade point average **decreased** from 2.46 to 2.45, and Hispanic students' grade point average **decreased** 2.9 percent from 2.76 to 2.68.

In the past five years, the total undergraduate population grade point average **increased** 2.2 percent from 2.73 in 1994 to 2.79 in 1998. White students' grade point average **increased** 3.6 percent from 2.76 to 2.86. Black students' grade point average **increased** 2.9 percent from

2.38 to 2.45. The grade point average of Hispanic students **decreased** 1.8 percent from 2.73 percent to 2.68.

In 1994, the grade point average of black students was 86 percent that of white students. The percentage did not change in 1998.

The gap between Hispanic and white students' grade point averages **increased** between 1994 and 1998. In 1994, the grade point average of Hispanic students was 99 percent that of white students. It **decreased** to 94 percent in 1998.

Grade Point Average

Total Undergraduate Students

[Table 3A]

In the past year, undergraduate students grade point average **increased** 0.4 percent from 2.78 in 1997 to 2.79 in 1998. In the past five years, undergraduate students' grade point average **increased** 2.2 percent from 2.73 in 1994 to 2.79 in 1998.

Black Undergraduate Students

In the past year, black undergraduate students grade point average **decreased** 0.4 percent from 2.46 in 1997 to 2.45 in 1998. In the past five years, black undergraduate students' grade point average **increased** 2.9 percent from 2.38 in 1994 to 2.45 in 1998.

Hispanic Undergraduate Students

In the past year, Hispanic undergraduate students' grade point average **decreased** 2.9 percent from 2.76 in 1997 to 2.68 in 1998. In the past five years, Hispanic undergraduate students' grade point average **decreased** 1.8 percent from 2.73 in 1994 to 2.68 in 1998.

Academic Standing

[Tables 2, 2A]

In the past year, the percentage of total students in good standing remained stable at 87 percent. The percentage of black students in good standing remained at 76 percent and the percentage of Hispanic students in good standing **decreased** 0.9 percent from 85 percent to 84 percent.

In the past five years, the percentage of students in good standing **increased** 1.3 percent from 86 percent in 1994 to 87 percent in 1998. In the same period, the percentage of black students in good standing **increased** 2.2 percent from 74 percent to 76 percent and the percentage of Hispanic students in good standing **increased** 1.1 percent.

In the past year, the gap between the percentage of white and black students in good standing remained at 15 percent. The difference between the percentage of white and Hispanic students in good standing **decreased** slightly from 0.04 in 1994 to 0.05 in 1998.

Total Undergraduate Students

In the past year, the percentage of undergraduate students in good standing remained at 87 percent. In the past five years, the percentage of undergraduate students in good standing **increased** 1.3 percent from 86 percent in 1994 to 87 percent in 1998.

Black Undergraduate Students

In the past year, the percentage of black undergraduate students in good standing was unchanged at 76 percent. In the past five years, the percentage of black undergraduate students in good standing **increased** 2.2 percent from 74 percent in 1994 to 76 percent in 1998.

Hispanic Undergraduate Students

In the past year, the percentage of Hispanic undergraduate students in good standing **decreased** 0.9 percent from 85 percent in 1997 to 84 percent in 1998. In the past five years, the percentage of Hispanic undergraduate students in good standing did not change (84%).

Trends in Persistence and Graduation Rates

[Tables 4-9]

Of the freshmen who entered the University between 1994 and 1995, approximately 65 percent returned their sophomore year and approximately 50 percent enrolled their junior year. In the same years, the second- and third- year retention rates for black students were approximately 62 and 53 percent respectively. Hispanic students' second-year and third-year return rates were 68 percent and 40 percent respectively.

Black Undergraduate Students

The second-year return rate for black students that entered the University in 1995 and 1996 **increased** 4.8 percent from 62 percent in 1994 to 65 percent in 1996. The 1994 and 1995 three-year return rates **increased** 17.8 percent from 45 percent in 1995 to 53 percent in 1996.

The data suggest that we have made some progress in decreasing the gap between the second-year and third year persistence rates of black and white students. The second-year equity score **increased** from 94 percent for the 1995 class to 98 percent for the 1996 class. The third equity scores **increased** from 85 percent for the 1994 class to 106 percent for the 1995 class.

Hispanic Undergraduate Students

The second-year return rates for 1995 and 1996 was 46 percent. The percent **increased** 1.5 percent from 67 percent in 1995 to 68 percent in 1996. The third-year return rate **decreased** from 43 percent in 1994 to 40 percent in 1995. A review of equity score trends reveals that the second-year persistence rate of Hispanic students that entered SIUC in 1994, 1995 and 1996 exceeds white students' persistence rates. The third-year equity score for the 1994 and 1995 classes were 71 and 80 percent respectively.

Graduation Rates

[Tables 6, 6A, 7, 7A, 8, 8A]

The six-year graduation rate is a standard commonly used to determine institutions' effectiveness in helping students meet their goals of completing degree requirements in a reasonable period of time.

Between 1988 and 1992, the graduation rate for the total student body **decreased** 7 percent from 43 percent to 40 percent. In the same period, the graduation rate for all minority students **increased** 3.7 percent from 27 percent in 1998 to 28 percent in 1992. Black students' graduation rates remained the same at 26 percent and Hispanic students' graduation rate **increased** 29.2 percent from 24 to 31 percent.

Between 1991 and 1992, the graduation rate for the total student population **increased** 8.1 percent from 37 percent to 40 percent. Between 1991 and 1992, black students' graduation rate **increased** 13 percent from 23 percent in 1991 to 26 percent in 1992. Hispanic students' graduation rate **increased** 82.4 percent from 17 percent in 1991 to 31 percent in 1992.

In 1992, black students' graduation rate was approximately 60 percent that of white students and the percentage of Hispanic students was 72 percent.

Trends in Graduation

Total Students

[Tables 8, 8A, 9]

Between 1991 and 1992, the graduation rate of undergraduate students **increased** 8.1 percent from 37 percent in 1991 to 40 percent in 1992. Between 1988 and 1992, the rate **decreased** 3 percent from 43 percent in 1988 to 40 percent in 1992.

Minority Students

Between 1991 and 1992, the graduation rate of minority students **increased** 21.7 percent from 23 percent in 1991 to 28 percent in 1992. In the three years between 1988 and 1992, the

graduation rate of minority students **increased** 3.7 percent from 27 percent in 1988 to 28 percent in 1992.

Black Students

Between 1991 and 1992, the graduation rate for black students **increased** 13 percent from 23 percent in 1991 to 26 percent in 1992. Black students' graduation rates did not change between 1988 and 1992 (26%).

Hispanic Students

Between 1991 to 1992, the graduation rate of Hispanic students **increased** 82.4 percent from 17 percent to 31 percent. Hispanic students' graduation rates **increased** 29.2 percent between 1988 and 1992 from 24 percent to 31 percent.

Transfers

The four-year graduation rate for transfer students was 57 percent in 1990 and **decreased** 3.5 percent to 55 percent in 1994. Between 1993 to 1994, the rate remained unchanged (55%). In the same period, the graduation rates for minority students was 40 percent in 1990 and **increased** 7.5 percent to 43 percent in 1994. The 1993 and 1994 rates **increased** 7.5 percent from 40 percent to 43 percent.

The four-year graduation rate for black students **increased** 17.1 percent from 35 percent in 1990 to 41 percent in 1994. From 1993 to 1994, the graduation rate for black students **increased** 13.9 percent from 36 percent to 41 percent.

Hispanic students' graduation rates **decreased** 15.6 percent from 45 percent in 1990 to 38 percent in 1994. From 1993 to 1994, Hispanic students' graduation rate **decreased** 19.1 percent from 47 percent to 38 percent.

Between 1990 and 1994, the gap between the graduation rates of black and white transfer students **decreased**, whereas the gap between white and Hispanic students' graduation rates **increased**.

Degrees Conferred

[Table 9]

The number and percentage of degrees conferred during a particular year is used to evaluate an institution's performance. The University conferred 6,077 degrees in 1998. Of these, 608 or 10 percent were awarded to black students. Hispanic students were awarded 157 or 2.6 percent. In the past five years, the percentage of degrees conferred to blacks **increased** 27.2 percent from 478 or 7 percent in 1994 to 608 or 10 percent in 1998. The percentage of degrees awarded to Hispanics **increased** 22.7 percent with 128 or 2 percent in 1994 to 157 or 3 percent in 1998.

Black Students

[Table 9]

In the past year, the number of degrees to black students **increased** from 605 in 1997 to 608 in 1998. The percentage remained at 10 percent for both years. Between 1994 and 1998, the number and percentage of degrees awarded to black students **increased** 27.2 percent from 478 or 7 percent to 608 or 10 percent.

Hispanic Students

In the past year, the number and percentage of degrees awarded to Hispanic students **increased** 4.7 percent from 150 or 2 percent in 1997 to 157 or 3 percent in 1998. Between 1994 and 1998, the number and percentage of degrees conferred to Hispanic students **increased** 22.7 percent from 128 or 2 percent to 157 or 3 percent.

Figure 1
Black Issues in Higher Education &
The Hispanic Outlook in Higher Education
National Ranking of Degrees Conferred
by SIUC to Minority Students

	<u>Ranking</u>				
	1995	1996	1997	1998	1999
All Minority Groups					
Total Bachelor Degrees	53rd	51st	73rd	69th	62nd
Total Doctoral Degrees	60th	76th	94th		88th
African-Americans					
Total Bachelor Degrees					
Predominately White Schools	8th	5th	12th	10th	4th
All Schools	28th	22nd	38th	30th	20th
Bachelor Degrees in:					
Communications					
Education	3rd	1st	3rd	2nd	3rd
Engineering-Related Tech Degrees	19th	17th	20th	3rd	3rd
Health Sciences	18th	35th	19th	16th	
Health Professions					9th
English			38th		
Doctoral Degrees in:					
Education					38th
Psychology					10th
Total Doctoral Degrees	43rd	44th	36th		
Average Annual Degrees Conferred to African-Americans:					
1989-90 - 1993-94		24th			
Hispanic Americans					
Bachelor Degrees in:					
Education	22nd	18th	20th	23rd	23rd
Health Professions		38th	50th	47th	
Health Sciences	46th	35th			
Engineering, Computer Science, Math	48th	46th	52nd	36th	
Engineering - Related Tech Degrees					7th
Transportation and Material Moving			2nd	2nd	
Top 100 Bachelor's Degrees Conferred to Hispanics		90th		97th	
Top 100 Doctoral Degrees Conferred to Hispanics			76th		
Native Americans					
Bachelor Degrees in:					
Engineering, Computer Science, Math	15th	15th	32nd		
Engineering - Related Tech Degrees					3rd
Education	11th	13th	21st	11th	15th
Health Professions					14th
Language/Literature/Letters		21st			
All Disciplines Combined		43rd			35th
Asian Americans					
Bachelor Degrees in:					
Education	12th	12th	8th	12th	13th
Engineering-Related Tech				23rd	6th
Doctoral Degree - Education					11th

1995 ranking = degrees conferred 1991-92

1996 ranking = degrees conferred 1992-93

**1997 ranking = Hispanic degrees conferred 1993-94; All other degrees conferred 1994-95

**1998 ranking = Hispanic degrees conferred 1994-95; All other degrees conferred 1995-96

**1999 ranking = Hispanic degrees conferred 1995-96; All other degrees conferred 1996-97

Women Students

Goals

- Increase women students' enrollment
- Increase the participation of women students in programs where they are underrepresented.
- Increase the achievement, retention, and program completion rates women students.
- Establish a university environment sensitive to and supportive of women students.

Progress in Meeting Goals

The University is striving to increase the representation of women in the student body to match the 1990 state population of 51 percent.

The percentage of women in the total student population continues to increase. In the past year, the number **increased** 2 percent from 9,704 or 44.3 percent in 1997 to 9,897 or 44.5 percent in 1998.

In the past year, the percentage of female undergraduate students **increased** 1 percent from 7,636 or 42.9 percent in 1997 to 7,712 or 43 percent in 1998. The number and percentage of black female students **increased** from 1,583 or 7.2 percent in 1997 to 1,710 or 7.7 percent in 1998. Hispanic female student enrollment **increased** 12.8 percent from 188 or 0.86 percent in 1997 to 212 or 0.95 percent in 1998.

In the past five years, the number of women students **increased** 1.0 percent from 9,796 or 42.3 percent in 1994 to 9,897 or 44.5 percent in 1998. In the past five years, the number of female graduate students **decreased** from 1,893 or 50.3 percent in 1994 to 1,877 or 52.4 percent in 1998. The number of female professional students **decreased** from 313 or 45.4 percent in 1994 to 308 or 42.1 percent in 1998.

In the past five years, the percentage of black female students **increased** 28.7 percent from 1,329 or 5.7 percent in 1994 to 1,710 or 7.7 percent in 1998. Hispanic female enrollment **increased** 13.4 percent from 187 or 0.8 percent in 1994 to 212 or 1 percent in 1998.

Increasing female representation in non-traditional disciplines is one of SIUC's goals. In the past year, the percentage of female student enrollments **increased** in the College of Education, Engineering, Liberal Arts, and Science.

In the past five years, enrollments **increased** in the College of Education, Engineering, Liberal Arts, Science, and Applied Sciences and Arts.

Figure 2
Percentage of Women Enrolled
In Undergraduate Academic Units by Year

Academic Unit/College/School	Fall 1994	Fall 1997	Fall 1998
Agriculture	39%	40%	38%
Business and Administration	45%	43%	43%
Mass Communication & Media Arts	40%	41%	40%
Center for Basic Skills	51%	54%	51%
Education	57%	60%	61%
Engineering	11%	12%	13%
Liberal Arts	43%	46%	47%
Science	40%	43%	45%
Applied Sciences and Arts	30%	34%	34%
Unclassified	60%	65%	56%
Undergraduate Academic Services	45%	46%	45%
Total	41%	43%	43%

Total Female Enrollment

Female Enrollment

[Table 1.1]

In the past year, the number and percentage of female students **increased** 2 percent from 9,704 or 44.3 percent in 1997 to 9,897 or 44.5 percent in 1998.

In the past five years, the number of female students **increased** 1 percent from 9,796 in 1994 to 9,897 in 1998.

Black Female Enrollment

In the past year, the number and percentage of black female students **increased** 8 percent from 1,583 or 7.2 percent in 1997 to 1,710 or 7.7 percent in 1998.

In the past five years, the number of black female students **increased** 28.7 percent from 1,329 or 5.7 percent in 1994 to 1,710 or 7.7 percent in 1998.

Hispanic Female Enrollment

In the past year, Hispanic female students **increased** 12.8 percent from 188 or 0.9 percent in 1997 to 212 or 1 percent in 1998.

In the past five years, the number of Hispanic female students **increased** 13.4 percent from 187 or 0.8 percent in 1994 to 212 or 1 percent in 1998.

Female Undergraduate Enrollment

In the past year, female undergraduate students **increased** 1 percent from 7,636 or 42.9 percent in 1997 to 7,712 or 43 percent in 1998.

In the past five years, the number and percentage of female undergraduate students **increased** 1.6 percent from 7,590 or 40.6 percent in 1994 to 7,712 or 43 percent in 1998.

Black Female Undergraduate Enrollment

In the past year, black female undergraduate students **increased** 8.1 percent from 1,364 or 7.7 percent in 1997 to 1,475 or 8.2 percent in 1998.

In the past five years, the number and percentage of black female undergraduate students **increased** 30.3 percent from 1,132 or 6.1 percent in 1994 to 1,475 or 8.2 percent in 1998.

Hispanic Female Undergraduate Enrollment

In the past year, Hispanic female undergraduate students **increased** 13.2 percent from 159 or 0.9 percent in 1997 to 180 or 1 percent in 1998.

In the past five years, the number and percentage of Hispanic female undergraduate students **increased** 13.4 percent from 153 or 0.8 percent in 1994 to 180 or 1 percent in 1998.

Total Female Graduate Enrollment

In the past year, the number and percentage of female graduate students **increased** 6.9 percent from 1,756 or 52.1 percent in 1997 to 1,877 or 52.4 percent in 1998.

In the past five years, the number of female graduate students **decreased** 0.8 percent from 1,893 in 1994 to 1,877 in 1998. The percentage of female graduate students, however, **increased** from 50.3 percent to 52.4 percent.

Black Female Graduate Enrollment

In the past year, black female graduate students **increased** 14 percent from 157 or 4.7 percent in 1997 to 179 or 5 percent in 1998.

In the past five years, the number and percentage of black female graduate students **increased** 43.2 percent from 125 or 3.3 percent in 1994 to 179 or 5 percent in 1998.

Hispanic Female Graduate Enrollment

In the past year, the number of Hispanic female graduate students **increased** from 21 in 1997 to 22 in 1998. The percentage **decreased** from 0.62 percent to 0.61 percent.

In the past five years, the number and percentage of Hispanic female graduate students **decreased** from 25 or 0.66 percent in 1994 to 22 or 0.61 percent in 1998.

Total Female Professional Enrollment

In the past year, female professional students **decreased** 1.3 percent from 312 or 43.3 percent in 1997 to 308 or 42.1 percent in 1998.

In the past five years, the number and percentage of total female professional students **decreased** 1.6 percent from 313 or 45.4 percent in 1994 to 308 or 42.1 percent in 1998.

Black Female Professional Enrollment

In the past year, black female professional students **decreased** 9.7 percent from 62 or 8.6 percent in 1997 to 56 or 7.6 percent in 1998.

In the past five years, the number and percentage of black female professional students **decreased** 22.2 percent from 72 or 10.5 percent in 1994 to 56 or 7.6 percent in 1998.

Hispanic Female Professional Enrollment

In the past year, Hispanic female professional students **increased** 25 percent from 8 or 1.1 percent in 1997 to 10 or 1.4 percent in 1998.

In the past five years, the number and percentage of Hispanic professional female students **increased** 11.1 percent from 9 or 1.3 percent in 1994 to 10 or 1.4 percent in 1998.

Academic Standing

Female Undergraduate Students

[Tables 2 – 2A]

In the past year, the number of female undergraduate students in good standing remained relatively stable at 88 percent.

Black Female Undergraduate Students

In the past year, the percentage of black female undergraduate students in good standing **decreased** 2.4 percent from 80 percent in 1997 to 78 percent in 1998.

In the past five years, the percentage of black female undergraduate students in good standing **increased** 1.4 percent from 77 percent in 1994 to 78 percent in 1998.

Hispanic Female Undergraduate Students

In the past year, the percentage of Hispanic female undergraduate students in good standing **decreased** 0.6 percent from 86 percent in 1997 to 85 percent in 1998.

In the past five years, the percentage of Hispanic female undergraduate students in good standing **increased** 2.2 percent from 83 percent in 1994 to 85 percent in 1998.

Grade Point Average

Female Undergraduate Students

[Table 2 – 2A]

In the past year, the grade point average of female undergraduate students **increased** 0.4 percent from 2.84 in 1997 to 2.85 in 1998.

In the past five years, the grade point average for female undergraduate students **increased** 2.2 percent from 2.79 in 1994 to 2.85 in 1998.

In the past year, the grade point average of black female undergraduate students **decreased** 0.4 percent from 2.52 in 1997 to 2.51 in 1998.

In the past five years, the grade point average of black female undergraduate students **increased** 3.7 percent from 2.42 in 1994 to 2.51 in 1998.

Hispanic Female Undergraduate Students

In the past year, the grade point average of Hispanic female undergraduate students **increased** 0.7 percent from 2.72 in 1997 to 2.74 in 1998.

In the past five years, the grade point average of Hispanic female undergraduate students **increased** 1.1 percent from 2.71 in 1994 to 2.74 in 1998.

Trends in Persistence and Degree Completion

Graduation Rates for Females

[Tables 6 – 6A – 7 – 7A – 8 – 8A – 9]

The graduation rate of female students **decreased** 6.2 percent between 1988 and 1992. The six-year graduation rate of females who entered in 1988 was 48 percent and **decreased** to 45 percent for the 1992 class.

Degrees Conferred

In the past year, the number of degrees conferred to women **decreased** 1.1 percent from 2,548 in 1997 to 2,519 in 1998. The percentage, however, **increased** from 40 percent to 41 percent.

In the past five years, the number of degrees conferred to women **decreased** 0.7 percent from 2,536 in 1994 to 2,519 in 1998. Conversely, the percentage **increased** from 39 percent in 1994 to 41 percent in 1998.

Disabled Students

Goals

- Increase the participation, achievement, and program completion rate of undergraduate, graduate, and professional students with disabilities.

Progress in Meeting Goals

[Table 1.1]

The number and percentage of students with disabilities continues to **increase**. In the past year, the number of students with disabilities **increased** 11.7 percent from 820 or 3.6 percent in 1997 to 916 or 4 percent in 1998.

In the past five years, the number and percentage of students with disabilities **increased** 32.8 percent from 690 or 2.9 percent in 1994 to 916 or 4 percent in 1998.

Total Disabled Enrollment

In the past year, the number and percentage of students with disabilities **increased** 11.7 percent from 820 or 3.6 percent in 1997 to 916 or 4 percent in 1998.

In the past five years, the number and percentage **increased** 32.8 percent from 690 or 2.9 percent in 1994 to 916 or 4 percent in 1998.

Undergraduate Disabled Enrollment

In the past year, the number and percentage of undergraduate students with disabilities **increased** 11.2 percent from 708 or 3.9 percent in 1997 to 787 or 4.3 percent in 1998.

In the past five years, the number and percentage **increased** 35.7 percent from 580 or 3 percent in 1994 to 787 or 4.3 percent in 1998.

Graduate Disabled Enrollment

In the past year, the number and percentage of graduate students with disabilities **increased** 17.3 percent from 98 or 2.6 percent in 1997 to 115 or 3.1 percent in 1998.

In the past five years, the number and percentage **increased** 22.3 percent from 94 or 2.4 percent in 1994 to 115 or 3.1 in 1998.

Professional Disabled Enrollment

In the past year, the number of professional student with disabilities (14) did not change. The percentage **decreased** from 2.2 percent in 1997 to 2.1 percent in 1998

In the past five years, the number and percentage of professional disabled students **decreased** 12.5 percent from 16 or 2.5 percent in 1994 to 14 or 2.1 percent in 1998.

Underrepresented Faculty and Staff

Goals

- Increase the recruitment, retention, and achievement of minority faculty and staff members.
- Increase the recruitment, retention, and achievement of women faculty and staff members.
- Increase the recruitment, retention, and achievement of disabled faculty and staff members.

Progress in Meeting Goals

Trends in Minority Hires and Representation

Hires

In the past year, the University hired 89 tenure-track faculty, a 67.9 percent **increase** from the 53 hired in 1997. Between 1994 and 1998, the number of total tenure track hires **increased** 39.1 percent from 64 in 1994 to 89 in 1998.

The three black hires in 1998 represented 3.4 percent of the total tenure-track hires. In 1997, the University hired one black in a tenure-track position.

In 1997 and 1998, the University did not hire any Hispanics in tenure-track positions.

In the five-year period, the number and percentage of black tenure-track hires **decreased** from 7 in 1994 to 3 in 1998. In the same period, the number of Hispanic hires **decreased** from 4 to zero.

In the five-year period, the number and percentage of total black faculty hires **decreased** 57.1 percent from 21 or 7.5 percent in 1994 to 9 or 2.4 percent in 1998. The number of Hispanic total faculty hires **increased** 28.6 percent from 7 or 2.5 percent in 1994 to 9 or 2.4 percent in 1998.

Representation

Achieving a workforce that reasonably approximates the State of Illinois' population is one of the University's goals. In the past five years, the University's efforts to enhance the number and percentage of minorities, particularly blacks and Hispanics, has not resulted in any significant progress.

In the past year, the number of minorities in the workforce **decreased** 1.8 percent from 443 in 1997 to 435 in 1998. In the past five years, the number of minorities in the University's workforce **decreased** 3.1 percent from 449 or 9.7 percent in 1994 to 435 or 9.5 percent in 1998.

In the past year, the total number of blacks in the workforce **decreased** 1.5 percent from 263 or 5.7 percent in 1997 to 259 or 5.6 percent in 1998. In 1994, 269 or 5.8 percent of the University's workforce was black. This figure **decreased** 3.7 percent to 259 or 5.6 percent in 1998.

In the past year, the total number of Hispanic hires **decreased** 2.2 percent from 45 or 0.97 percent in 1997 to 44 or 0.96 percent in 1998. The percentage of Hispanics **increased** 7.3 percent during the five-year period from 41 or 0.98 percent in 1994 to 44 or 0.96 percent in 1998.

In the past five years, the number of tenured black faculty **decreased** 7.1 percent from 14 or 2.1 percent in 1994 to 13 or 2.2 percent in 1998. In the same period, the number and percentage of Hispanic tenured faculty **increased** by 14.3 percent from 7 or 1 percent in 1994 to 8 or 1.3 percent in 1998.

Total Hires

[Tables 10 - 11 - 12]

In the past year, the number of hires **increased** 11 percent from 836 in 1997 to 928 in 1998. In the past five years, the number of hires **increased** 6.3 percent from 873 in 1994 to 928 in 1998.

Total Minority Hires

In the past year, the number of minority hires **decreased** 8.8 percent from 102 or 12.2 percent in 1997 to 93 or 10 percent in 1998. In the past five years, the number and percentage of minority hires **decreased** 27.9 percent from 129 or 14.8 percent in 1994 to 93 or 10 percent in 1998.

Black Hires

In the past year, the number and percentage **decreased** 18.6 percent from 43 or 5.1 percent in 1997 to 35 or 3.8 percent in 1998. In the past five years, the number and percentage of black hires **decreased** 39.7 percent from 58 or 6.6 percent in 1994 to 35 or 3.8 percent in 1998.

Hispanic Hires

In the past year, the number of Hispanic hires stayed the same at 19. The percentage, however, **decreased** from 2.3 percent in 1997 to 2.1 percent in 1998. In the past five years, the number and percentage of Hispanic hires **decreased** 9.5 percent from 21 or 2.4 percent in 1994 to 19 or 2.1 percent in 1998.

Total Tenure-Track Hires

In the past year, the total number of tenure-track hires **increased** 67.9 percent from 53 in 1997 to 89 in 1998. In the past five years, the total number of tenure-track hires **increased** 39.1 percent from 64 in 1994 to 89 in 1998.

Minority Tenure-Track Hires

In the past year, the number of tenure-track minority hires **increased** from 3 or 5.7 percent in 1997 to 10 or 11.2 percent in 1998. In the past five years, the number and percentage of minority tenure-track hires **decreased** 44.4 percent from 18 or 28.1 percent in 1994 to 10 or 11.2 percent in 1998.

Black Tenure-Track Hires

In 1998, the University hired three blacks in tenure-track positions, which was a 200 percent **increase** from the one hired in 1997. The three faculty members hired in 1998 represented 3.4 percent of all new faculty hires.

Hispanic Tenure-Track Hires

There were no Hispanic tenure track hires in 1997 or 1998. In the past five years, the number of Hispanic tenure-track hires **decreased** 100 percent from 4 in 1994 or 6.3 percent to 0 in 1998.

Total Non Tenure-Track Hires

In the past year, the number of non tenure-track hires **increased** 6.3 percent from 271 in 1997 to 288 in 1998. In the past five years, the number of non tenure-track hires **increased** 32.7 percent from 217 in 1994 to 288 in 1998.

Minority Non Tenure-Track Hires

In the past year, the number and percentage **decreased** 25.6 percent from 43 or 15.9 percent in 1997 to 32 or 11.1 percent in 1998. In the past five years, the number of minority non tenure-track hires **increased** 10.3 percent from 29 in 1994 to 32 in 1998. The percentage, however, **decreased** from 13.4 percent in 1994 to 11.1 percent in 1998.

Black Non Tenure-Track Hires

In the past year, the number and percentage **decreased** 53.8 percent from 13 or 4.8 percent in 1997 to 6 or 2.1 percent in 1998. In the past five years, the number and percentage of black non tenure-track hires **decreased** 57.1 percent from 14 or 6.5 percent in 1994 to 6 or 2.1 percent in 1998.

Hispanic Non Tenure-Track Hires

In the past year, the number and percentage **increased** 50 percent from 6 or 2.2 percent in 1997 to 9 or 3.1 percent in 1998. In the past five years, the number of Hispanic non tenure-track hires **increased** 200 percent from 3 or 1.4 percent in 1994 to 9 or 3.1 percent in 1998.

Total Professional Non-Faculty Staff Hires

In the past year, the number of professional non-faculty staff hires **decreased** 0.7 percent from 146 in 1997 to 145 in 1998. In the past five years, the number of professional non-faculty hires **increased** 9.8 percent from 132 in 1994 to 145 in 1998.

Minority Professional Non-Faculty Staff Hires

In the past year, the number of minority professional non-faculty hires **decreased** 24.1 percent from 29 in 1997 to 22 in 1998. The percentage **decreased** from 19.9 percent to 15.2 percent. In the past five years, the number and percentage of minority professional non-faculty hires **decreased** 31.3 percent from 32 or 24.2 percent in 1994 to 22 or 15.2 percent in 1998.

Black Professional Non-Faculty Staff Hires

In the past year, the number and percentage of black professional non-faculty staff hires **decreased** 42.9 percent from 14 or 9.6 percent in 1997 to 8 or 5.5 percent in 1998. In the past five years, the number and percentage of black professional non-faculty staff hires **decreased** 11.1 percent from 9 or 6.8 percent in 1994 to 8 or 5.5 percent in 1998.

Hispanic Professional Non-Faculty Staff Hires

In the past year, the number and percentage of Hispanic professional non-faculty staff hires **decreased** 33.3 percent from 6 or 4.1 percent in 1997 to 4 or 2.8 percent in 1998. In the past five years, the number and percentage of Hispanic professional non-faculty staff hires **decreased** from 5 or 3.8 percent in 1994 to 4 or 2.8 percent in 1998.

Total Administrative Staff Hires

In the past year, the number of administrative staff hires **decreased** 52.5 percent from 40 in 1997 to 19 in 1998. In the past five years, the number of administrative staff hires **decreased** 34.5 percent from 29 in 1994 to 19 in 1998.

Minority Administrative Staff Hires

In the past year, the number and percentage of minority administrative staff hires **decreased** 75 percent from 4 or 10 percent in 1997 to 1 or 5.3 percent in 1998. In the past five years, the number and percentage of minority administrative staff hires **decreased** 50 percent from 2 or 6.9 percent in 1994 to 1 or 5.3 percent in 1998.

Black Administrative Staff Hires

In the past year, the number of black administrative staff hires **decreased** 100 percent from 2 in 1997 to 0 in 1998. In the past five years, the number and percentage of black administrative staff hires **decreased** from 1 or 3.5 percent in 1994 to 0 in 1998.

Hispanic Administrative Staff Hires

In the past year, the number of Hispanic administrative hires **decreased** from 1 or 2.5 percent in 1997 to 0 in 1998.

Total Civil Service Staff Hires

In the past year, the total number of civil service staff hires **increased** 18.7 percent from 326 in 1997 to 387 in 1998. In the past five years, the total number of civil service staff hires **decreased** 10.2 percent from 431 in 1994 to 387 in 1998.

Minority Civil Service Staff Hires

In the past year, the number and percentage of minority civil service staff hires **increased** 21.7 percent from 23 or 7.1 percent in 1997 to 28 or 7.2 percent in 1998. In the past five years, the number and percentage of minority civil service staff hires **decreased** 41.7 percent from 48 or 11.1 percent in 1994 to 28 or 7.2 percent in 1998.

Black Civil Service Staff Hires

In the past year, the number and percentage of black civil service staff hires **increased** 38.5 percent from 13 or 4 percent in 1997 to 18 or 4.7 percent in 1998. In the past five years, the number and percentage of black civil service staff hires **decreased** 33.3 percent from 27 or 6.3 percent in 1994 to 18 or 4.7 percent in 1998.

Hispanic Civil Service Staff Hires

In the past year, the number of Hispanic civil service staff hires remained at 6. The percentage, however, **decreased** from 1.8 percent in 1997 to 1.6 percent in 1998. In the past five years, the number and percentage of Hispanic civil service staff hires **decreased** 33.3 percent from 9 or 2.1 percent in 1994 to 6 or 1.6 percent in 1998.

Representation

Total Employees

[Tables 13-18]

In the past year, the University workforce **decreased** 0.8 percent from 4,628 in 1997 to 4,591 in 1998. In the past five years, the University workforce **decreased** 0.8 percent from 4,626 in 1994 to 4,591 in 1998.

Total Minority Employees

In the past year, the number and percentage of minority employees **decreased** 1.8 percent from 443 or 9.6 percent in 1997 to 435 or 9.5 percent in 1998. In the past five years, the number and percentage of minority employees **decreased** 3.1 percent from 449 or 9.7 percent in 1994 to 435 or 9.5 percent in 1998.

Total Black Employees

In the past year, the number and percentage of black employees **decreased** 1.5 percent from 263 or 5.7 percent in 1997 to 259 or 5.6 percent in 1998. In the past five years, the number and percentage of black employees **decreased** 3.7 percent from 269 or 5.8 percent in 1994 to 259 or 5.6 percent in 1998.

Total Hispanic Employees

In the past year, the number and percentage of Hispanic employees **decreased** 2.2 percent from 45 or 0.97 percent in 1997 to 44 or 0.96 percent in 1998. In the past five years, the number and percentage of Hispanic employees **increased** 7.3 percent from 41 or 0.9 percent in 1994 to 44 or 1.0 percent in 1998.

Total Faculty

In the past year, the number of faculty **decreased** 2.5 percent from 1,351 in 1997 to 1,317 in 1998. In the past five years, the number of total faculty **decreased** 3.5 percent from 1,365 in 1994 to 1,317 in 1998.

Total Minority Faculty

In the past year, the number of minority faculty **decreased** 2.8 percent from 143 or 10.6 percent to 139 or 10.6 percent. In the past five years, the number of minority faculty **decreased** 6.7 percent from 149 or 10.9 percent in 1994 to 139 or 10.6 percent in 1998.

Black Faculty

In the past year, the number of black faculty remained at 42. The percentage, however, **increased** from 3.1 percent in 1997 to 3.2 percent in 1998. In the past five years, the number and percentage of black faculty **increased** 2.4 percent from 41 or 3.0 percent in 1994 to 42 or 3.2 percent in 1998.

Hispanic Faculty

In the past year, the number and percentage of Hispanic faculty **decreased** 14.3 percent from 21 or 1.6 percent in 1997 to 18 or 1.4 percent in 1998. In the past five years, the number and percentage of Hispanic faculty **decreased** 14.3 percent from 21 or 1.5 percent in 1994 to 18 or 1.4 percent in 1998.

Total Faculty - Tenured

In the past year, the number of tenured faculty **decreased** 7.5 percent from 650 in 1997 to 601 in 1998. In the past five years, the number of tenured faculty **decreased** 11.1 percent from 676 in 1994 to 601 in 1998.

Minority Faculty - Tenured

In the past year, the number and percentage of tenured minority faculty **increased** 1.4 percent from 74 or 11.4 percent in 1997 to 75 or 12.5 percent in 1998. In the past five years, the number of tenured minority faculty **increased** 4.2 percent from 72 or 10.6 percent in 1994 to 75 or 12.5 percent in 1998.

Black Faculty - Tenured

In the past year, the number and percentage of tenured black faculty **increased** from 10 or 1.5 percent in 1997 to 13 or 2.2 percent in 1998. In the past five years, the number and percentage of tenured black faculty **decreased** 7.1 percent from 14 or 2.1 percent in 1994 to 13 or 2.2 percent in 1998.

Hispanic Faculty - Tenured

In the past year, the number of Hispanic faculty **increased** 14.3 percent from 7 or 1.1 percent in 1997 to 8 or 1.3 percent in 1998. In the past five years, the number of tenured Hispanic faculty **increased** 14.3 percent from 7 or 1.0 percent in 1994 to 8 or 1.3 percent in 1998.

Tenure-Track Representation

Total Tenure-Track Representation

[Table 17]

In the past year, the number of tenure-track faculty **increased** 7.4 percent from 215 in 1997 to 231 in 1998. In the past five years, the number of tenure-track faculty **decreased** 7.6 percent from 250 in 1994 to 231 in 1998.

Total Minority Tenure-Track Representation

In the past year, the number of tenure-track minorities **decreased** 21.4 percent from 28 or 13 percent in 1997 to 22 or 9.5 percent in 1998. In the past five years, the number and percentage of tenure-track minorities **decreased** 46.3 percent from 41 or 16.4 percent in 1994 to 22 or 9.5 percent in 1998.

Black Tenure-Track Representation

In the past year, the number and percentage of black tenure-track faculty **decreased** 18.2 percent from 11 or 5.1 percent in 1997 to 9 or 3.9 percent in 1998. In the past five years, the number and percentage of black tenure-track faculty **increased** 12.5 percent from 8 or 3.2 percent in 1994 to 9 or 3.9 percent in 1998.

Hispanic Tenure-Track Representation

In the past year, the number of Hispanic tenure-track faculty **decreased** 28.6 percent from 7 or 3.3 percent in 1997 to 5 or 2.2 percent in 1998. In the past five years, the number and percentage of Hispanic tenure-track faculty **decreased** 54.5 percent from 11 or 4.4 percent in 1994 to 5 or 2.16 percent in 1998.

Non Tenure-Track Representation

Total Non Tenure-Track Representation

[Table 17]

In the past year, the number of non tenure-track faculty **decreased** 0.2 percent from 486 in 1997 to 485 in 1998. In the past five years, the number of non tenure-track faculty **increased** 10.5 percent from 439 in 1994 to 485 in 1998.

Minority Non Tenure-Track Representation

In the past year, the number of minority non tenure-track faculty **increased** from 41 or 8.4 percent in 1997 to 42 or 8.7 percent in 1998. In the past five years, the number of minority

non tenure-track faculty **increased** 16.7 percent from 36 or 8.2 percent in 1994 to 42 or 8.7 percent in 1998.

Black Non Tenure-Track Representation

In the past year, the number and percentage **decreased** 4.8 percent from 21 or 4.3 percent in 1997 to 20 or 4.1 percent in 1998. In the past five years, the number and proportion of black non tenure-track faculty **increased** 5.3 percent from 19 or 4.3 percent in 1994 to 20 or 4.12 percent in 1998.

Hispanic Non Tenure-Track Representation

In the past year, the number and percentage **decreased** 28.6 percent from 7 or 1.4 percent in 1997 to 5 or 1 percent in 1998. In the past five years, the number and percentage of Hispanic non tenure-track faculty **increased** 66.7 percent from 3 or 0.7 percent in 1994 to 5 or 1 percent in 1998.

Administrative Staff

Total Administrative Staff Representation

[Table 18]

In the past year, the number of administrative staff **increased** 1.7 percent from 232 in 1997 to 236 in 1998. In the past five years, the number of administrative staff **increased** 12.9 percent from 209 in 1994 to 236 in 1998.

Total Minority Administrative Staff Representation

In the past year, the number and percentage of minority administrative staff **decreased** 4.8 percent from 21 or 9.1 percent in 1997 to 20 or 8.5 percent in 1998. In the past five years, the number of minority administrative staff **increased** 11.1 percent from 18 in 1994 to 20 in 1998. The percentage **decreased**, from 8.6 percent in 1994 to 8.5 percent in 1998.

Black Administrative Staff Representation

In the past year, the number of black administrative staff remained at 12. The percentage **decreased** from 5.2 percent in 1997 to 5.1 percent in 1998. In the past five years, the number of black administrative staff also remained at 12. The percentage, however, **decreased** from 5.7 in 1994 to 5.1 in 1998.

Hispanic Administrative Staff Representation

In the past year, the number and percentage of Hispanic administrative staff **decreased** 50 percent from 2 or 0.9 percent in 1997 to 1 or 0.4 percent in 1998. In the past five years, the

number of Hispanic administrative staff for 1994 and 1998 remained at 1. However, the percentage **decreased** from 0.5 in 1994 to 0.4 percent in 1998.

Professional Staff

Total Professional Staff Representation

[Table 18]

In the past year, the number of professional staff **decreased** 2 percent from 548 in 1997 to 537 in 1998. In the past five years, the number of professional staff **increased** 0.4 percent from 535 in 1994 to 537 in 1998.

Total Minority Professional Staff Representation

In the past year, the number and percentage of minority professional staff **decreased** 1.6 percent from 63 or 11.5 percent in 1997 to 62 or 11.6 percent in 1998. In the past five years, the number and percentage of minority professional staff **increased** 6.9 percent from 58 or 10.8 percent in 1994 to 62 or 11.6 percent in 1998.

Black Professional Staff Representation

In the past year, the number and percentage **increased** 2.6 percent from 38 or 6.9 percent in 1997 to 39 or 7.3 percent in 1998. In the past five years, the number and percentage of black professional staff **increased** 25.8 percent from 31 or 5.8 percent in 1994 to 39 or 7.3 percent in 1998.

Hispanic Professional Staff Representation

In the past year, the number of Hispanic professional staff remained at 5. The percentage **increased** slightly from 0.91 percent in 1997 to 0.93 percent in 1998. In the past five years, the number and percentage of Hispanic professional staff **increased** 25.0 percent from 4 or 0.8 percent in 1994 to 5 or 0.9 percent in 1998.

Civil Service

Total Civil Service Representation

[Table 18]

In the past year, the number of civil service employees **increased** 0.2 percent from 2,497 in 1997 to 2,501 in 1998. In the past five years, the number of civil service employees **decreased** 0.6 percent from 2,517 in 1994 to 2,501 in 1998.

Total Minority Civil Service Representation

In the past year, the number and percentage of minority civil service staff **decreased** 0.9 percent from 216 or 8.7 percent in 1997 to 214 or 8.6 percent in 1998. In the past five years, the number and percentage of minority civil service staff **decreased** 4.5 percent from 224 or 8.9 percent to 214 or 8.6 percent.

Black Civil Service Representation

In the past year, the number and percentage of black civil service staff **decreased** 2.9 percent from 171 or 6.9 percent to 166 or 6.6 percent. In the past five years, the number and percentage of black civil service staff **decreased** 10.3 percent from 185 or 7.4 percent in 1994 to 166 or 6.6 percent in 1998.

Hispanic Civil Service Representation

In the past year, the number **increased** 17.6 percent from 17 or 0.7 percent in 1997 to 20 or 0.8 percent in 1998. In the past five years, the number and percentage of Hispanic civil service staff **increased** 33.3 percent from 15 or 0.6 percent in 1994 to 20 or 0.8 percent in 1998.

Trends in Women Hires and Representation

[Tables 11-18]

The percentage of women (51 %) in the 1990 state population is used as the standard to assess SIUC's record in achieving a diverse and representative workforce. The representation of females in the workforce currently exceeds the percentage of women in the State of Illinois' population. In 1998, the University's workforce consisted of 2,433 or 53 percent women.

In the past year, the number of tenured women faculty **increased** 0.7 percent from 140 or 21.5 percent in 1997 to 141 or 23.5 percent in 1998. In the same period, the number of civil service staff **decreased** 2.1 percent from 1,599 or 64 percent to 1,565 or 62.6 percent.

In the past five years, the number and percentage of women **increased** in all faculty categories.

Total Women Hires

[Tables 11 - 12]

In the past year, the number **increased** 9.7 percent from 434 in 1997 to 476 in 1998. The percentage **decreased** from 51.9 percent to 51.3 percent. In the past five years, the number of women hires **increased** 0.4 percent from 474 in 1994 to 476 in 1998. The percentage **decreased** from 54.3 percent to 51.3 percent.

Total Women Faculty Hires

In the past year, the number and percentage of women faculty hires **increased** 16.4 percent from 140 or 43.2 percent in 1997 to 163 or 43.2 percent in 1998. In the past five years, the number of women faculty hires **increased** 18.1 percent from 138 in 1994 to 163 in 1998. The percentage **decreased** from 49.1 percent to 43.2 percent.

Women Faculty - Tenure-Track Hires

In the past year, the number of women tenure-track hires **increased** 39.1 percent from 23 in 1997 to 32 in 1998. The percentage **decreased** from 43.4 percent to 36 percent. In the past five years, the number and percentage of women tenure-track hires **increased** 3.2 percent from 31 or 48.4 percent in 1994 to 32 or 36 percent in 1998.

Women - Non Tenure-Track Hires

In the past year, the number and proportional representation of women non tenure-track hires **increased** 12.0 percent from 117 or 43.2 percent in 1997 to 131 or 45.5 percent in 1998. In the past five years, the number of women non tenure-track hires **increased** 22.4 percent from 107 in 1994 to 131 in 1998. The proportional representation **decreased** from 49.3 percent to 45.5 percent.

Professional Women Hires

In the past year, the number and percentage of professional women hires **decreased** 13.2 percent from 76 or 52.1 percent in 1997 to 66 or 45.5 percent in 1998. In the past five years, the number and percentage of professional women hires **increased** 8.2 percent from 61 or 46.2 percent in 1994 to 66 or 45.5 percent in 1998.

Executive/Administrative/Managerial Hires

In the past year, the number of executive/administrative/managerial hires **decreased** 44.4 percent from 9 in 1997 to 5 in 1998. The percentage **increased** from 22.5 percent to 26.3 percent. In the past five years, the number and percentage of executive/administrative/managerial women hires **decreased** 28.6 percent from 7 in 1994 to 5 in 1998. The percentage **increased** from 24.1 percent to 26.3 percent.

Civil Service Hires

In the past year, the number and percentage of civil service hires **increased** 15.8 percent from 209 in 1997 to 242 in 1998. The percentage **decreased** from 64.1 percent to 62.5 percent. In the past five years, the number and percentage of civil service women hires **decreased** 9.7 percent from 268 or 62.2 percent in 1994 to 242 or 62.5 percent in 1998.

Representation

Total Women

[Tables 13 - 15 - 16 - 17 - 18]

In the past year, the number of women employees **decreased** 0.8 percent from 2,453 or 53 percent in 1997 to 2,433 or 53 percent in 1998. In the past five years, the number and percentage of women employees **increased** 0.04 percent from 2,432 or 52.6 percent in 1994 to 2,433 or 53 percent in 1998.

Total Women Faculty

In the past year, the number and percentage of women faculty **increased** 0.8 percent from 507 or 37.5 percent in 1997 to 511 or 38.8 percent in 1998. In the past five years, the number and percentage of women faculty **increased** 10.8 percent from 461 or 33.8 percent in 1994 to 511 or 38.8 percent in 1998.

Women - Tenured Faculty

In the past year, the number and percentage of women tenured faculty **increased** 0.7 percent from 140 or 21.5 percent in 1997 to 141 or 23.6 percent in 1998. In the past five years, the number and percentage of women tenured faculty **increased** 6.8 percent from 132 or 19.5 percent in 1994 to 141 or 23.5 percent in 1998.

Women - Tenure-Track

In the past year, the number **increased** 2.2 percent from 93 to 95. The percentage **decreased** from 43.3 percent to 41.1 percent. In the past five years, the number and percentage of women tenure-track faculty **increased** 2.2 percent from 93 or 37.2 percent in 1994 to 95 or 41.1 percent in 1998.

Women - Other Faculty

In the past year, the number and percentage of women non tenure-track faculty **increased** 0.4 percent from 274 or 56.4 percent in 1997 to 275 or 56.7 percent in 1998. In the past five years, the number and percentage of women non tenure-track faculty **increased** 16.5 percent from 236 or 53.8 percent in 1994 to 275 or 56.7 percent in 1998.

Women - Administrative

In the past year, the number and percentage of women administrative staff **increased** 11.5 percent from 61 or 26.3 percent in 1997 to 68 or 28.8 percent in 1998. In the past five years, the number and percentage of women administrative staff **increased** 51.1 percent from 45 or 21.5 percent in 1994 to 68 or 28.8 percent in 1998.

Women - Professional

In the past year, the number and proportion of women professional staff **increased** 1.0 percent from 286 or 52.2 percent in 1997 to 289 or 53.8 percent in 1998. In the past five years, the number of women professional staff **increased** 0.7 percent from 287 or 53.6 percent in 1994 to 289 or 53.8 percent in 1998.

Women - Civil Service

In the past year, the number and percentage of women civil service staff **decreased** 2.1 percent from 1,599 or 64 percent in 1997 to 1,565 or 62.6 percent in 1998. In the past five years, the number and percentage of women civil service staff **decreased** 4.5 percent from 1,639 or 65.1 percent in 1994 to 1,565 or 62.6 percent in 1998.

SIUC Campus-Wide Data Tables

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Table 1
NUMBER AND PERCENTAGE OF ENROLLMENT BY STUDENT LEVEL, BY RACE, 1994, 1997 AND 1998

	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Unknown	Grand Total
Undergraduate									
1994	2,204	320	449	89	3,062	13,917	1,297	436	18,712
%	11.78%	1.71%	2.40%	0.48%	16.36%	74.37%	6.93%	2.33%	100%
1997	2,654	284	452	82	3,472	12,949	809	587	17,817
%	14.90%	1.59%	2.54%	0.46%	19.49%	72.68%	4.54%	3.29%	100%
1998	2,746	295	453	87	3,581	13,050	686	623	17,940
%	15.31%	1.64%	2.53%	0.48%	19.96%	72.74%	3.82%	3.47%	100%
Graduate									
1994	221	70	43	9	343	2,655	681	82	3,761
%	5.88%	1.86%	1.14%	0.24%	9.12%	70.59%	18.11%	2.18%	100%
1997	267	52	48	17	384	2,360	578	49	3,371
%	7.92%	1.54%	1.42%	0.50%	11.39%	70.01%	17.15%	1.45%	100%
1998	290	62	47	15	414	2,448	644	75	3,581
%	8.10%	1.73%	1.31%	0.42%	11.56%	68.36%	17.98%	2.09%	100%
Professional									
1994	99	28	23	3	153	507	7	22	689
%	14.37%	4.06%	3.34%	0.44%	22.21%	73.58%	1.02%	3.19%	100%
1997	89	51	24	8	172	527	7	14	720
%	12.36%	7.08%	3.33%	1.11%	23.88%	73.19%	0.97%	1.94%	100%
1998	83	43	25	5	156	544	4	27	731
%	11.35%	5.88%	3.42%	0.68%	21.34%	74.42%	0.55%	3.69%	100%
Total									
1994	2,524	418	515	101	3,558	17,079	1,985	540	23,162
%	10.90%	1.80%	2.22%	0.44%	15.36%	73.74%	8.57%	2.33%	100%
1997	3,010	387	524	107	4,028	15,836	1,394	650	21,908
%	13.74%	1.77%	2.39%	0.49%	18.39%	72.28%	6.36%	2.97%	100%
1998	3,119	400	525	107	4,151	16,042	1,334	725	22,252
%	14.02%	1.80%	2.36%	0.48%	18.65%	72.09%	5.99%	3.26%	100%

* Attained from official week three enrollment data

Table 1A
NUMBER AND PERCENTAGE OF ENROLLMENT OF SELECTED GROUPS BY STUDENT LEVEL, 1994, 1997 AND 1998

		African-American			Hispanic-American			White		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Undergraduate										
1994		1,072	1,132	2,204	296	153	449	8,436	5,481	13,917
%		5.73%	6.05%	11.78%	1.58%	0.82%	2.40%	45.08%	29.29%	74.37%
1997		1,290	1,364	2,654	293	159	452	7,556	5,393	12,949
%		7.24%	7.66%	14.90%	1.64%	0.89%	2.54%	42.41%	30.27%	72.68%
1998		1,271	1,475	2,746	273	180	453	7,675	5,375	13,050
%		7.08%	8.22%	15.31%	1.52%	1.00%	2.53%	42.78%	29.96%	72.74%
Graduate										
1994		96	125	221	18	25	43	1,229	1,426	2,655
%		2.55%	3.32%	5.88%	0.48%	0.66%	1.14%	32.68%	37.92%	70.59%
1997		110	157	267	27	21	48	1,086	1,274	2,360
%		3.26%	4.66%	7.92%	0.80%	0.62%	1.42%	32.22%	37.79%	70.01%
1998		111	179	290	25	22	47	1,116	1,332	2,448
%		3.10%	5.00%	8.10%	0.70%	0.61%	1.31%	31.16%	37.20%	68.36%
Professional										
1994		27	72	99	14	9	23	304	203	507
%		3.92%	10.45%	14.37%	2.03%	1.31%	3.34%	44.12%	29.46%	73.58%
1997		27	62	89	16	8	24	320	207	527
%		3.75%	8.61%	12.36%	2.22%	1.11%	3.33%	44.44%	28.75%	73.19%
1998		27	56	83	15	10	25	333	211	544
%		3.69%	7.66%	11.35%	2.05%	1.37%	3.42%	45.55%	28.86%	74.42%
Total										
1994		1,195	1,329	2,524	328	187	515	9,969	7,110	17,079
%		5.16%	5.74%	10.90%	1.42%	0.81%	2.22%	43.04%	30.70%	73.74%
1997		1,427	1,583	3,010	336	188	524	8,962	6,874	15,836
%		6.51%	7.23%	13.74%	1.53%	0.86%	2.39%	40.91%	31.38%	72.28%
1998		1,409	1,710	3,119	313	212	525	9,124	6,918	16,042
%		6.33%	7.68%	14.02%	1.41%	0.95%	2.36%	41.00%	31.09%	72.09%

* Attained from official week three enrollment data

Table 1.1
NUMBER AND PERCENTAGE OF ENROLLMENT BY STUDENT LEVEL, BY DISABILITY STATUS AND GENDER, 1994, 1997 AND 1998

	Disabled Men	Disabled Women	Total Disabled	Men	Women	Grand Total
Undergraduate						
1994	354	226	580	11,122	7,590	18,712
%	1.86%	1.19%	3.04%	59.44%	40.56%	100%
1997	426	282	708	10,181	7,636	17,817
%	2.34%	1.55%	3.89%	57.14%	42.86%	100%
1998	459	328	787	10,228	7,712	17,940
%	2.50%	1.79%	4.28%	57.01%	42.99%	100%
Graduate						
1994	38	56	94	1,868	1,893	3,761
%	0.96%	1.42%	2.38%	49.67%	50.33%	100%
1997	40	58	98	1,615	1,756	3,371
%	1.08%	1.56%	2.64%	47.91%	52.09%	100%
1998	57	58	115	1,704	1,877	3,581
%	1.53%	1.56%	3.10%	47.58%	52.42%	100%
Professional						
1994	10	6	16	376	313	689
%	1.58%	0.95%	2.54%	54.57%	45.43%	100%
1997	9	5	14	408	312	720
%	1.40%	0.78%	2.18%	56.67%	43.33%	100%
1998	8	6	14	423	308	731
%	1.19%	0.89%	2.08%	57.87%	42.13%	100%
Total						
1994	402	288	690	13,366	9,796	23,162
%	1.70%	1.22%	2.92%	57.71%	42.29%	100%
1997	475	345	820	12,204	9,704	21,908
%	2.11%	1.53%	3.64%	55.71%	44.29%	100%
1998	524	392	916	12,355	9,897	22,252
%	2.30%	1.72%	4.02%	55.52%	44.48%	100%

*Disabled student information attained from end-of-semester enrollment data. All other information attained from official week three enrollment.

Table 1.2
NUMBER AND PERCENTAGE OF
ON-CAMPUS ENTERING FRESHMEN ENROLLMENT
BY RACE, 1994, 1997 AND 1998

	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Unknown	Grand Total
On-Campus Entering Freshmen									
1994	402	39	61	11	513	1,712	37	38	2,300
%	17.48%	1.70%	2.65%	0.48%	22.30%	74.43%	1.61%	1.65%	100%
1997	464	39	68	7	578	1,649	30	57	2,314
%	20.05%	1.69%	2.94%	0.30%	24.98%	71.26%	1.30%	2.46%	100%
1998	467	49	83	12	611	1,801	28	73	2,513
%	18.58%	1.95%	3.30%	0.48%	24.31%	71.67%	1.11%	2.90%	100%

* Attained from official week three enrollment data

Table 2

**PERCENTAGE OF UNDERGRADUATE STUDENTS IN
ACADEMIC GOOD STANDING
BY RACE, GENDER, AND DISABILITY STATUS, 1993-1998**

	Race						Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
1993	73%	86%	87%	87%	92%	87%	84%	89%	75%	90%
1994	74%	89%	84%	88%	93%	87%	84%	88%	75%	86%
1995	74%	83%	83%	93%	93%	86%	84%	87%	74%	81%
1996	75%	88%	84%	82%	92%	87%	84%	88%	76%	85%
1997	76%	85%	85%	86%	94%	89%	85%	88%	80%	86%
1998	76%	84%	84%	84%	95%	89%	86%	88%	78%	84%

* Attained from end-of-the-semester data

Table 2A

PERCENTAGE OF UNDERGRADUATE STUDENTS IN
ACADEMIC GOOD STANDING
BY GENDER WITHIN RACE, 1993-1998

	African-American			Hispanic-American			White			Total Undergraduates		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1993	71%	76%	73%	85%	89%	87%	85%	90%	87%	84%	89%	86%
1994	71%	77%	76%	84%	83%	84%	85%	90%	87%	84%	88%	86%
1995	71%	76%	76%	82%	86%	84%	85%	89%	86%	84%	87%	85%
1996	73%	77%	76%	83%	86%	84%	86%	90%	87%	84%	88%	86%
1997	71%	80%	76%	85%	86%	85%	87%	90%	89%	85%	88%	87%
1998	73%	78%	76%	84%	85%	84%	88%	91%	89%	86%	88%	87%

* Attained from end-of-the-semester data

Table 3

**NUMBER AND MEAN GRADE POINT AVERAGE BY STUDENT LEVEL,
BY RACE, GENDER, AND DISABILITY STATUS, 1994, 1997 AND 1998**

		Race						Gender		Disability	
		African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
Undergraduate											
1994		2,301	334	473	88	1,300	14,113	11,371	7,699	354	226
GPA		2.38	2.82	2.73	2.75	2.87	2.76	2.68	2.79	2.37	2.68
1997		2,779	292	479	87	822	13,123	10,424	7,756	426	282
GPA		2.46	2.75	2.76	2.72	2.92	2.84	2.73	2.84	2.48	2.67
1998		2,891	314	475	93	714	13,247	10,555	7,818	459	328
GPA		2.45	2.78	2.68	2.66	3.01	2.86	2.75	2.85	2.44	2.68
Graduate											
1994		229	74	43	11	691	2,830	1,915	2,039	38	56
GPA		3.34	3.57	3.51	3.92	3.58	3.70	3.59	3.71	3.55	3.60
1997		295	53	48	18	596	2,636	1,689	2,025	40	58
GPA		3.44	3.61	3.63	3.58	3.66	3.72	3.61	3.74	3.30	3.53
1998		300	71	48	16	673	2,594	1,752	1,962	57	58
GPA		3.37	3.75	3.69	3.59	3.66	3.72	3.63	3.73	3.33	3.54

* Attained from end-of-the-semester data

** Based on a 4.00 grading scale

Table 3A
NUMBER AND MEAN GRADE POINT AVERAGE BY STUDENT LEVEL,
BY GENDER WITHIN RACE, 1994, 1997 AND 1998

		African-American			Hispanic-American			White			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Undergraduate													
1994		1,121	1,180	2,301	317	156	473	8,586	5,527	14,113	11,371	7,699	19,070
GPA		2.34	2.42	2.38	2.74	2.71	2.73	2.71	2.84	2.76	2.68	2.79	2.73
1997		1,343	1,436	2,779	311	168	479	7,699	5,424	13,123	10,424	7,756	18,180
GPA		2.39	2.52	2.46	2.79	2.72	2.76	2.78	2.92	2.84	2.73	2.84	2.78
1998		1,355	1,536	2,891	286	189	475	7,856	5,391	13,247	10,555	7,818	18,373
GPA		2.39	2.51	2.45	2.63	2.74	2.68	2.80	2.94	2.86	2.75	2.85	2.79
Graduate													
1994		101	128	229	18	25	43	1,267	1,563	2,830	1,915	2,039	3,954
GPA		3.28	3.38	3.34	3.56	3.48	3.51	3.65	3.75	3.70	3.59	3.71	3.65
1997		111	184	295	27	21	48	1,149	1,487	2,636	1,689	2,025	3,714
GPA		3.26	3.54	3.44	3.60	3.67	3.63	3.65	3.77	3.72	3.61	3.74	3.68
1998		114	186	300	24	24	48	1,186	1,408	2,594	1,752	1,962	3,714
GPA		3.24	3.45	3.37	3.62	3.76	3.69	3.67	3.76	3.72	3.63	3.73	3.68

* Attained from end-of-the-semester data

** Based on a 4.00 grading scale

Table 4

NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN STILL ENROLLED SECOND YEAR BY GENDER WITHIN RACE, ENTERING CLASSES 1991-1996

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1991	101	129	230	18	13	31	582	458	1,040	751	642	1,393
%	63%	59%	61%	60%	59%	60%	67%	76%	71%	66%	71%	68%
1992	106	145	251	12	18	30	593	590	1,183	785	801	1,586
%	54%	63%	59%	34%	60%	46%	61%	74%	67%	60%	72%	66%
1993	114	132	246	15	14	29	527	469	996	685	651	1,336
%	57%	65%	61%	52%	64%	57%	62%	73%	67%	60%	71%	65%
1994	100	143	243	24	19	43	567	493	1,060	742	688	1,430
%	60%	60%	60%	71%	73%	72%	65%	71%	68%	64%	69%	66%
1995	106	140	246	17	13	30	541	484	1,025	704	670	1,374
%	57%	67%	62%	63%	72%	67%	63%	69%	66%	62%	68%	65%
1996	136	195	331	27	20	47	526	464	990	732	708	1,440
%	62%	67%	65%	64%	74%	68%	62%	71%	66%	62%	70%	66%

*In order to provide consistent information, the cohort, year, and Still Enrolled definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort: New freshmen matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan
 Year: The year starts with fall and ends with summer
 Still Enrolled: Status based on just fall semester

Table 5

NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN STILL ENROLLED THIRD YEAR BY GENDER WITHIN RACE, ENTERING CLASSES 1990-1995

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1990	73	86	159	9	13	22	498	396	894	627	517	1,144
%	45%	40%	42%	32%	59%	44%	54%	57%	55%	52%	53%	52%
1991	62	89	151	12	7	19	426	362	788	544	490	1,034
%	39%	40%	40%	40%	32%	37%	49%	60%	53%	48%	55%	51%
1992	70	103	173	10	16	26	451	468	919	583	623	1,206
%	36%	45%	41%	29%	53%	40%	47%	59%	52%	45%	56%	50%
1993	91	98	189	11	7	18	418	352	770	540	484	1,024
%	46%	49%	47%	38%	32%	35%	49%	55%	52%	47%	53%	50%
1994	73	110	183	16	10	26	447	390	837	575	537	1,112
%	44%	46%	45%	47%	38%	43%	51%	56%	53%	50%	54%	52%
1995	89	119	208	10	8	18	406	380	786	534	529	1,063
%	48%	57%	53%	37%	44%	40%	48%	54%	50%	47%	54%	50%

*In order to provide consistent information, the cohort, year, and Still Enrolled definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

New freshmen matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Still Enrolled:

Status based on just fall semester

Table 6

NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN GRADUATED AFTER FOUR YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1989-1994

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1989	7	20	27	1	2	3	194	240	434	239	291	530
%	5%	11%	8%	5%	13%	9%	16%	27%	20%	15%	25%	19%
1990	11	19	30	3	5	8	150	169	319	186	204	390
%	7%	9%	8%	11%	23%	16%	16%	24%	20%	15%	21%	18%
1991	10	15	25	2	0	2	134	138	272	162	174	336
%	6%	7%	7%	7%	0%	4%	15%	23%	18%	14%	19%	16%
1992	13	16	29	5	5	10	150	209	359	200	252	452
%	7%	7%	7%	14%	17%	15%	16%	26%	20%	15%	23%	19%
1993	14	21	35	3	2	5	130	137	267	158	176	334
%	7%	10%	9%	10%	9%	10%	15%	21%	18%	14%	19%	16%
1994	9	23	32	3	4	7	126	163	289	159	204	363
%	5%	10%	8%	9%	15%	12%	14%	24%	18%	14%	20%	17%

*In order to provide information consistent with the IPEDS Graduation Rate Survey, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

New freshmen matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Graduated:

Status based on all three semesters

Table 6A

NUMBER AND PERCENTAGE OF TRANSFER STUDENTS GRADUATED AFTER THREE YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1990-1995

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1990	29	16	45	16	3	19	527	354	881	657	429	1,086
%	26%	26%	26%	35%	33%	34%	46%	52%	48%	44%	51%	46%
1991	61	32	93	19	10	29	680	440	1,120	860	544	1,404
%	32%	27%	30%	43%	43%	43%	47%	52%	49%	46%	50%	47%
1992	35	34	69	21	7	28	573	389	962	730	495	1,225
%	21%	28%	24%	40%	30%	37%	41%	49%	44%	40%	47%	43%
1993	44	50	94	20	8	28	616	377	993	772	502	1,274
%	28%	34%	31%	36%	31%	35%	44%	52%	47%	43%	50%	45%
1994	52	42	94	17	9	26	606	381	987	775	486	1,261
%	31%	34%	33%	24%	47%	29%	43%	49%	45%	42%	48%	44%
1995	59	43	102	25	5	30	637	448	1,085	811	546	1,357
%	29%	31%	30%	34%	24%	32%	45%	54%	48%	43%	50%	46%

*In order to provide consistent information, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

Transfers matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Graduated:

Status based on all three semesters

Table 7

NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN GRADUATED AFTER FIVE YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1988-1993

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1988	17	54	71	7	7	14	525	492	1,017	584	570	1,154
%	12%	30%	22%	18%	28%	22%	36%	46%	40%	33%	44%	38%
1989	22	45	67	2	5	7	419	418	837	503	516	1,019
%	15%	24%	20%	10%	33%	20%	34%	48%	39%	32%	45%	37%
1990	28	43	71	5	7	12	324	276	600	392	343	735
%	17%	20%	19%	18%	32%	24%	35%	40%	37%	33%	35%	34%
1991	25	37	62	7	0	7	283	234	517	340	297	637
%	16%	17%	16%	23%	0%	13%	32%	39%	35%	30%	33%	31%
1992	24	52	76	8	10	18	301	362	663	373	452	825
%	12%	23%	18%	23%	33%	28%	31%	45%	38%	29%	40%	34%
1993	38	59	97	5	5	10	275	265	540	336	353	689
%	19%	29%	24%	17%	23%	20%	32%	41%	36%	29%	39%	34%

*In order to provide information consistent with the IPEDS Graduation Rate Survey, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

New freshmen matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Graduated:

Status based on all three semesters

Table 7A

NUMBER AND PERCENTAGE OF TRANSFER STUDENTS GRADUATED AFTER FOUR YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1989-1994

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1989	57	25	82	15	11	26	750	451	1,201	938	536	1,474
%	42%	29%	37%	45%	55%	49%	54%	62%	57%	52%	59%	55%
1990	37	24	61	22	3	25	645	423	1,068	809	514	1,323
%	33%	39%	35%	48%	33%	45%	56%	62%	58%	54%	61%	57%
1991	75	45	120	21	11	32	825	527	1,352	1,040	653	1,693
%	39%	38%	39%	48%	48%	48%	57%	62%	59%	56%	59%	57%
1992	57	43	100	24	9	33	741	481	1,222	939	602	1,541
%	34%	36%	35%	45%	39%	43%	53%	60%	56%	52%	57%	54%
1993	51	59	110	26	12	38	754	446	1,200	943	589	1,532
%	32%	40%	36%	47%	46%	47%	54%	61%	57%	53%	58%	55%
1994	68	50	118	23	12	35	771	466	1,237	977	592	1,569
%	41%	41%	41%	32%	63%	38%	55%	60%	56%	53%	58%	55%

*In order to provide consistent information, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

Transfers matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Graduated:

Status based on all three semesters

Table 8

NUMBER AND PERCENTAGE OF FIRST-TIME FRESHMEN GRADUATED AFTER SIX YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1987-1992

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1987	47	55	102	11	9	20	573	524	1,097	709	609	1,318
%	27%	29%	28%	37%	36%	36%	40%	51%	45%	39%	47%	43%
1988	20	64	84	8	7	15	626	541	1,167	693	631	1,324
%	15%	35%	26%	21%	28%	24%	42%	51%	46%	40%	48%	43%
1989	32	56	88	3	6	9	496	468	964	600	580	1,180
%	21%	30%	26%	15%	40%	26%	40%	53%	45%	38%	50%	43%
1990	39	50	89	7	9	16	386	317	703	470	395	865
%	24%	23%	23%	25%	41%	32%	42%	45%	43%	39%	40%	40%
1991	34	54	88	9	0	9	331	270	601	401	352	753
%	21%	25%	23%	30%	0%	17%	38%	45%	41%	35%	39%	37%
1992	40	71	111	8	12	20	362	394	756	456	507	963
%	20%	31%	26%	23%	40%	31%	37%	49%	43%	35%	45%	40%

*In order to provide information consistent with the IPEDS Graduation Rate Survey, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort:

New freshmen matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year:

The year starts with fall and ends with summer

Graduated:

Status based on all three semesters

TABLE 8A

NUMBER AND PERCENTAGE OF TRANSFER STUDENTS GRADUATED AFTER FIVE YEARS BY GENDER WITHIN RACE, ENTERING CLASSES 1988-1993

	African-American			Hispanic-American			White			Total Freshmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1988	47	44	91	28	8	36	836	439	1,275	1,051	545	1,596
%	37%	52%	43%	62%	42%	56%	62%	68%	64%	59%	66%	62%
1989	60	31	91	16	12	28	806	482	1,288	1,009	577	1,586
%	45%	36%	41%	48%	60%	53%	58%	66%	61%	56%	63%	59%
1990	42	25	67	24	3	27	694	443	1,137	873	538	1,411
%	38%	41%	39%	52%	33%	49%	60%	65%	62%	59%	64%	60%
1991	83	51	134	23	12	35	889	562	1,451	1,120	695	1,815
%	43%	43%	43%	52%	52%	52%	61%	66%	63%	60%	63%	61%
1992	71	54	125	26	10	36	816	514	1,330	1,038	651	1,689
%	43%	45%	44%	49%	43%	47%	58%	65%	60%	57%	62%	59%
1993	64	66	130	30	14	44	810	478	1,288	1,021	634	1,655
%	41%	45%	43%	54%	54%	54%	58%	66%	61%	57%	63%	59%

*In order to provide consistent information, the cohort, year, and graduated definition has changed

Data Set Used: Tenth-day Fall Semester Official Enrollment

Cohort: Transfers matriculated in fall or in summer (and continued in fall) and enrolled at all sites except Japan

Year: The year starts with fall and ends with summer

Graduated: Status based on all three semesters

Table 9
NUMBER AND PERCENTAGE OF DEGREES CONFERRED
1994, 1997, 1998 WITHIN RACE

	African-American			Hispanic-American			Other			Total		
	1994	1997	1998	1994	1997	1998	1994	1997	1998	1994	1997	1998
Associate %	26	29	16	8	10	6	452	384	371	486	423	393
Bachelor %	5.3%	6.9%	4.1%	1.6%	2.4%	1.5%	93.0%	90.8%	94.4%			
Masters %	401	499	520	107	113	126	4,293	4,054	3,854	4,801	4,666	4,500
	8.4%	10.7%	11.6%	2.2%	2.4%	2.8%	89.4%	86.9%	85.6%			
Masters %	30	50	57	6	11	11	734	746	717	770	807	785
	3.9%	6.2%	7.3%	0.8%	1.4%	1.4%	95.3%	92.4%	91.3%			
First Prof, Adv. Cert., & Diplomate %	8	17	9	4	13	12	225	215	236	237	245	257
	3.4%	6.9%	3.5%	1.7%	5.3%	4.7%	94.9%	87.8%	91.8%			
Doctoral %	13	10	6	3	3	2	158	146	134	174	159	142
	7.5%	6.3%	4.2%	1.7%	1.9%	1.4%	90.8%	91.8%	94.4%			
Total %	478	605	608	128	150	157	5,862	5,545	5,312	6,468	6,300	6,077
	7.4%	9.6%	10.0%	2.0%	2.4%	2.6%	90.6%	88.0%	87.4%			

Table 10

NUMBER AND PERCENTAGE OF HIRES BY RACE, YEAR, AND CLASSIFICATION

	African-American			Asian-American			Hispanic-American			Native American			White			Total Hires		
	1994	1997	1998	1994	1997	1998	1994	1997	1998	1994	1997	1998	1994	1997	1998	1994	1997	1998
Tenure Track %	7	1	3	7	2	7	4	0	0	0	0	0	46	50	79	64	53	89
Other Faculty %	10.9%	1.9%	3.4%	10.9%	3.8%	7.9%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	71.9%	94.3%	88.8%			
Professional Non-Faculty %	14	13	6	12	24	16	3	6	9	0	0	1	188	228	256	217	271	288
Executive/Admin./Managerial %	6.5%	4.8%	2.1%	5.5%	8.9%	5.6%	1.4%	2.2%	3.1%	0.0%	0.0%	0.3%	86.6%	84.1%	88.9%			
Civil Service %	9	14	8	16	9	10	5	6	4	2	0	0	100	117	123	132	146	145
Total %	6.8%	9.6%	5.5%	12.1%	6.2%	6.9%	3.8%	4.1%	2.8%	1.5%	0.0%	0.0%	75.8%	80.1%	84.8%			
	1	2	0	1	1	1	0	1	0	0	0	0	27	36	18	29	40	19
	3.4%	5.0%	0.0%	3.4%	2.5%	5.3%	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	93.1%	90.0%	94.7%			
	27	13	18	10	4	3	9	6	6	2	0	1	383	303	359	431	326	387
	6.3%	4.0%	4.7%	2.3%	1.2%	0.8%	2.1%	1.8%	1.6%	0.5%	0.0%	0.3%	88.9%	92.9%	92.8%			
	58	43	35	46	40	37	21	19	19	4	0	2	744	734	835	873	836	928
	6.6%	5.1%	3.8%	5.3%	4.8%	4.0%	2.4%	2.3%	2.0%	0.5%	0.0%	0.2%	85.2%	87.8%	90.0%			

Table 11

**NUMBER AND PERCENTAGE OF
HIRES BY GENDER, YEAR, AND CLASSIFICATION**

	Men				Women			
	1994	1997	1998	1994	1997	1998	1994	1998
Faculty	143	184	214	138	140	163		
%	50.9%	56.8%	56.8%	49.1%	43.2%	43.2%		
Professional Non-Faculty	71	70	79	61	76	66		
%	53.8%	47.9%	54.5%	46.2%	52.1%	45.5%		
Executive/ Administrative/ Managerial	22	31	14	7	9	5		
%	75.9%	77.5%	73.7%	24.1%	22.5%	26.3%		
Civil Service	163	117	145	268	209	242		
%	37.8%	35.9%	37.5%	62.2%	64.1%	62.5%		
Total	399	402	452	474	434	476		
%	45.7%	48.1%	48.7%	54.3%	51.9%	51.3%		

Table 12
NUMBER AND PERCENTAGE OF FACULTY HIRES BY
GENDER, YEAR, AND CLASSIFICATION

	Men			Women		
	1994	1997	1998	1994	1997	1998
Tenure Track	33	30	57	31	23	32
%	51.6%	56.6%	64.0%	48.4%	43.4%	36.0%
Non-Tenure Track	110	154	157	107	117	131
%	50.7%	56.8%	54.5%	49.3%	43.2%	45.5%
Total Faculty	143	184	214	138	140	163
%	50.9%	56.8%	56.8%	49.1%	43.2%	43.2%

Table 13
**NUMBER AND PERCENTAGE OF
EMPLOYEES BY RACE AND GENDER, 1994, 1997 AND 1998**

	Race						Gender		Total	
	Total					Non-Res. Alien	Men	Women		
	African-American	Asian-American	Hispanic-American	Native American	White Minority					
1994	269	125	41	14	449	4,137	40	2,194	2,432	4,626
%	5.8%	2.7%	0.9%	0.3%	9.7%	89.4%	0.9%	47.4%	52.6%	
1997	263	121	45	14	443	4,146	39	2,175	2,453	4,628
%	5.7%	2.6%	1.0%	0.3%	9.6%	89.6%	0.8%	47.0%	53.0%	
1998	259	118	44	14	435	4,114	42	2,158	2,433	4,591
%	5.6%	2.6%	1.0%	0.3%	9.5%	89.6%	0.9%	47.0%	53.0%	

*Taken from Fall 1994, 1997 & 1998 EEO-6 Reports

Table 14

NUMBER AND PERCENTAGE OF FACULTY BY RACE, YEAR, AND CLASSIFICATION

	African-American				Asian-American				Hispanic-American				Native American				Total Minorities				Total Faculty			
	1994	1997	1998	1998	1994	1997	1998	1998	1994	1997	1998	1998	1994	1997	1998	1998	1994	1997	1998	1998	1994	1997	1998	1998
Tenured	14	10	13		50	56	52		7	7	8		1	1	2		72	74	75		676	650	601	
%	2.1%	1.5%	2.2%		7.4%	8.6%	8.7%		1.0%	1.1%	1.3%		0.1%	0.2%	0.3%		10.7%	11.4%	12.5%					
Tenure Track	8	11	9		21	9	8		11	7	5		1	1	0		41	28	22		250	215	231	
%	3.2%	5.1%	3.9%		8.4%	4.2%	3.5%		4.4%	3.3%	2.2%		0.4%	0.5%	0.0%		16.4%	13.0%	9.5%					
Other Faculty	19	21	20		13	12	16		3	7	5		1	1	1		36	41	42		439	486	485	
%	4.3%	4.3%	4.1%		3.0%	2.5%	3.3%		0.7%	1.4%	1.0%		0.2%	0.2%	0.2%		8.2%	8.4%	8.7%					
Total	41	42	42		84	77	76		21	21	18		3	3	3		149	143	139		1,365	1,351	1,317	
%	3.0%	3.1%	3.2%		6.2%	5.7%	5.8%		1.5%	1.6%	1.4%		0.2%	0.2%	0.2%		10.9%	10.6%	10.6%					

*Taken from Fall 1994, 1997 & 1998 EEO-6 Reports

Table 15

NUMBER AND PERCENTAGE OF ADMINISTRATIVE/PROFESSIONAL STAFF BY RACE AND GENDER, 1994, 1997 AND 1998

	Race						Gender		Total
	African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Men	Women
1994	43	24	5	4	76	661	7	412	332
%	5.8%	3.2%	0.7%	0.5%	10.2%	88.8%	0.9%	55.4%	44.6%
1997	50	24	7	3	84	683	13	433	347
%	6.4%	3.1%	0.9%	0.4%	10.8%	87.6%	1.7%	55.5%	44.5%
1998	51	22	6	3	82	675	16	416	357
%	6.6%	2.8%	0.8%	0.4%	10.6%	87.3%	2.1%	53.8%	46.2%

*Taken from Fall 1994, 1997 & 1998 EEO-6 Reports

Table 16
**NUMBER AND PERCENTAGE OF
CIVIL SERVICE STAFF BY RACE AND GENDER,
1994, 1997 AND 1998**

		Race						Gender		Total	
		African-American	Asian-American	Hispanic-American	Native American	Total Minority	White	Non-Res. Alien	Men	Women	
1994		185	17	15	7	224	2,282	11	878	1,639	2,517
%		7.4%	0.7%	0.6%	0.3%	8.9%	90.7%	0.4%	34.9%	65.1%	
1997		171	20	17	8	216	2,281	0	898	1,599	2,497
%		6.8%	0.8%	0.7%	0.3%	8.7%	91.3%	0.0%	36.0%	64.0%	
1998		166	20	20	8	214	2,286	1	936	1,565	2,501
%		6.6%	0.8%	0.8%	0.3%	8.6%	91.4%	0.0%	37.4%	62.6%	

*Taken from Fall 1994, 1997 & 1998 EEO-6 Reports

Table 17
NUMBER AND PERCENTAGE OF
FACULTY BY GENDER, YEAR, AND CLASSIFICATION

	Men				Women			
	1994	1997	1998	1994	1997	1998	1998	
Tenured %	544	510	460	132	140	141	141	
Tenure Track %	80.5%	78.5%	76.5%	19.5%	21.5%	23.5%	23.5%	
Other Faculty %	157	122	136	93	93	95	95	
	62.8%	56.7%	58.9%	37.2%	43.3%	41.1%	41.1%	
	203	212	210	236	274	275	275	
	46.2%	43.6%	43.3%	53.8%	56.4%	56.7%	56.7%	
Total Faculty %	904	844	806	461	507	511	511	
	66.2%	62.5%	61.2%	33.8%	37.5%	38.8%	38.8%	

*Taken from Fall 1994, 1997 & 1998 EEO-6 Reports

Table 18
NUMBER AND PERCENTAGE OF
EMPLOYEES BY GENDER, YEAR, AND CLASSIFICATION

	Men			Women		
	1994	1997	1998	1994	1997	1998
Faculty	904	844	806	461	507	511
%	66.2%	62.5%	61.2%	33.8%	37.5%	38.8%
Administrative/ Professional	412	433	416	332	347	357
%	55.4%	55.5%	53.8%	44.6%	44.5%	46.2%
Civil Service	878	898	936	1,639	1,599	1,565
%	34.9%	36.0%	37.4%	65.1%	64.0%	62.6%
Total	2,194	2,175	2,158	2,432	2,453	2,433
%	47.4%	47.0%	47.0%	52.6%	53.0%	53.0%

***Taken from Fall 1994, 1997 & 1998 EEO-6 Reports**

Southern Illinois University Edwardsville

Minority, Women, and Disabled Students, Faculty, and Staff Annual Report 1999

I. Annual Overview

This report follows the guidelines outlined by the Illinois Board of Higher Education and includes institutional initiatives to improve student and staff representation. The overview is organized around policy themes. Changes in enrollment, student academic progress, and degree completion are also addressed. Program reviews and responses to focus topics, as well as a table listing programs for underrepresented groups, are included.

Policy Themes: Minorities

Strengthen Institutional Planning

The Human Relations Advisory Council, composed of student, faculty, and staff representatives from all constituency groups, serves the university community through oversight of the SIUE's Diversity Plan. Planning is underway to update a climate assessment that was conducted in 1996.

SIUE has established a diversity web-site that provides information on the Office of Cultural and Social Diversity, the 1998 Diversity Plan, the Johnetta Haley Scholar's Academy, the Minority Faculty Recruitment and Retention plan, and the Pathways to Harmony program. It can be accessed at <http://www.siu.edu/DIVERSITY>.

Provide Support Programs Early and Throughout Education

The East St. Louis Center at SIUE administers fifteen externally funded programs that provide services to over 2,000 participants, ninety- nine percent of whom are minority, (preschool through senior high school) per day. Preschool programs afford parents the opportunity to further their education through enrollment in college or training programs; thus supporting minority participation in postsecondary education. Middle school programs foster educational achievement among minority participants by providing a variety of both in-school and after school tutorial, enrichment, social and recreational activities. Senior high school programs also contribute to educational achievement and high school completion through a variety of tutorial, social, recreational, and counselor-based activities.

Examples of these programs include Math and Science College Preparatory program and Upward Bound Science Awareness program. Of the 40 students who participated in the first Math and Science College Preparatory program, only two left the program. Of the remaining, thirty-seven have plans to go to college and one will go to the Navy. The Upward Bound Science Awareness program serves 150 students, most of who enter as high school freshmen.

They meet at the East St. Louis Center for enrichment activities two Saturdays a month during the school year. In the summer, they attend a six-week enrichment program at the center. This is a nonresidential program. The students live at home and the program provides transportation to the center.

Transition to College and College Years

The Minority Engineering Program administers several programs that aid students in their transition to college. The Midwest Engineering and Science Academy focuses on disadvantaged middle school students who want to pursue careers in engineering, science and mathematics. The Engineering and Science Pre-College Program is a residential program for ninth and tenth grade minority students. It is designed to acquaint participants with required core engineering, science and mathematics courses. The Students Engaged in Engineering program is designed to motivate fifth through eighth grade students to pursue and excel in mathematics and science during elementary and high school.

Project GAIN (Getting Ahead in Nursing) recruits students from area high schools who have an interest in the field of nursing. A pre-college summer program acquaints students with the rigors of coursework required in the nursing program. Students who matriculate continue in Project GAIN and receive special assistance through mentoring, tutoring, special coursework, and meetings of the participants.

The Educational Enrichment Program, administered by the Office of Admissions, invites middle school and senior high students to visit the campus where they are given information about life as a college student. They participate in meetings with faculty, learn about pre-college course requirements, and receive information about becoming a college student.

Improve the College Environment

Students, faculty and staff participate in the campus-wide program, *Pathways to Harmony*, which is administered by the Assistant Provost for Cultural and Social Diversity. This program is designed to raise sensitivity to diversity issues and provides an opportunity for discussion and interaction.

A course for entering students, titled University Experience, includes in its curriculum a focus on diversity. Students read print material and have classroom discussions on issues of diversity. The Assistant Provost for Cultural and Social Diversity provides an interactive session for each section of the course.

SIUE invited Arun Gandhi, grandson of assassinated Indian spiritual and political leader "Mahatma" Gandhi, to speak to the campus community on nonviolence. He was brought to the campus after several student organizations expressed concerns about violence in the country. One student reported, "I hope that after people hear Gandhi's message of nonviolence it will be incorporated in future concepts of nonviolence and motivate people to change their lifestyles." Fourteen student organizations joined together to sponsor the event.

Policy Themes: Women**Emphasize Opportunities in Fields of High Employer and Societal Need**

Women's students at SIUE typically don't choose math and science majors as their field of interest. However, in the past five years there has been a twelve percent increase in the number of women choosing biological sciences as a major, a nineteen percent increase in the number of women selecting chemistry, and the number of women with a major in physics has doubled. The number of women choosing engineering as a major has risen a significant thirty-one percent in the past five years.

Improve the College Environment

The Women Studies Program sponsored open-house receptions in the Fall and Spring semesters to display and celebrate artwork by SIUE women students. The receptions were well attended with more than 50 people attending each reception, thus bringing vital encouragement and recognition to SIUE women student artists.

The Women's Studies for Women's Sports campaign to "pack the gym" was a particularly dramatic success. Some of the biggest crowds of the year came to see the women's basketball and volleyball teams play and inspired the SIUE volleyball team to their first defeat of the nationally ranked Washington University team.

Policy Themes: Students with Disabilities**Improve Planning, Delivery, and Evaluation of Services**

The revised Application for Undergraduate Admission and Scholarships at SIUE requests that students indicate if they want to be contacted by a representative of Disability Support Services (DSS). All applications that are checked "yes" are forwarded to DSS and the student is contacted and given information about the services that are provided.

The Americans with Disability Act (ADA) Compliance Committee on campus makes decisions about modifications and renovations that provide accommodation and accessibility in the buildings and grounds on the campus. The committee is composed of the ADA Coordinator, the DSS coordinator, disabled faculty, students, and staff, and others who have responsibility for compliance with the ADA such as the campus architect. On the recommendation of the committee, the University has completed ADA compliance projects that totaled more than \$2,000,000.

SIUE sponsored a Disability Awareness Day that was attended by students, faculty, staff, and community organizations. Featured in the day's activities was an attorney who is a nationally recognized expert in the field of disability discrimination law. A panel of students with a variety of disabilities also participated in the program. Vendors representing a range of disability related products and services, including independent living organizations, associations

and learning related technologies, participated in the event. The result was a raised awareness of the University's obligation and commitment to individuals with a disability.

Policy Themes: Underrepresented Staff

Recruitment

The Minority Recruitment and Retention Program at SIUE provides financial resources to academic units who are seeking minority faculty. A department making a request for funds from this program may receive salary dollars for a period of three years to hire a minority faculty member. After the three-year period, the department must fund the salary on its own. Over the past four years, fourteen black faculty members have been hired through this program. Retention efforts include providing money for travel to conferences and institutes and providing support dollars for faculty research.

Emphasis on the recruitment of female faculty has resulted in a twenty percent increase in female faculty in the past five years. Female faculty now represent forty-five percent of the faculty.

Attachment A

II. Focus Topics**Workforce Preparation and Placement for Students with Disabilities**

Information about workforce preparation and placement of SIUE graduates is obtained through the efforts of the Assessment Office and Institutional Research at SIUE. The most recent assessment of SIUE graduates was in the spring of 1998 when a survey of 1997 baccalaureate graduates was conducted. The survey contained questions about employment, education, job satisfaction and educational practices. Of the 1401 graduates who were surveyed, 41 (3%) were individuals with a disability. Responses were received from 566 (40%) of the graduates. The responses from graduates with a disability was 15 (37% of those with a disability).

While the number of respondents with a disability in this survey is small, their responses provide information that is useful for this report. The information that follows is from the responses of the graduates with a disability. Eighty percent of the respondents reported they were employed (73.3% full-time and 6.7% part-time). Their primary employers were described as: business (41.7%), college or university (25%), federal, state, or local government (25%), and self-employed (8.3%). They reported their primary occupations as follows:

Business and financial operations	16.7%
Such as Buyers, Accountants, Appraisers, Underwriters, Loan Officers	
Computer and Mathematical	8.3%
Such as Computer Programmers, Systems Analysts, Statisticians	
Architecture and Engineering	16.7%
Such as Engineers, Architects, Drafters, Cartographers	
Education, Training, and Library	25.0%
Such as Primary, Secondary, Special Education Teacher & Aides, School Counselors, Librarians	
Arts, Design, Entertainment, Media & Sports	16.7%
Such as Artists & Designers, Athletes, Coaches, Entertainers, Broadcasters, Reporters and Writers	
Sales	8.3%
Such as Real Estate, Retail, Insurance Sales Agents, Sales Representatives, Telemarketers	
Production	8.3%
Such as Electrical & Electronic Equipment assemblers, Food, Metal, Plastics, Printing, & Photography	

When queried about job satisfaction, seventy-five percent of the graduates reported they are "very satisfied" or "satisfied" with their jobs. More than eighty percent of the respondents reported their job is in their field of study. When asked if their bachelor's degree prepared them for their job, the following responses were received: very well (16.7%), well (23.3%), adequately (50%). Comparison of data from graduates with a disability and other graduates shows it took a

little longer for those with a disability to secure employment, with 33.3% indicating it took three to six months after graduation to find a job. Only 14.5% of other graduates reported taking three to six months before finding employment.

Students with a disability who are currently enrolled at SIUE are pursuing baccalaureate degrees in Arts and Sciences, Business, Education, and Engineering. Each of these areas tends to attract students with different disabilities. For example, students with hearing impairments and orthopedic disabilities can successfully complete degrees in business. However, because the curriculum requires long hours of reading assignments that require visual acuity, students with visual impairments may not choose this area. Students with learning disabilities sometimes have difficulty completing the curriculum in education majors because of the reading, spelling, and math skills required. The sociology department offers a specialization in employee relations in which students with a disability find success. Science majors are attractive to students with learning disabilities who have low language capabilities, but have good math skills. While fine arts is an area that students with all types of disabilities can find success, some students with visual impairments experience difficulty in art, theater, and dance majors.

Fields such as allied health and computer science have little attraction for SIUE students with a disability. This is particularly true for students with a visual impairment where visual acuity is important. The manual dexterity required for these occupations proves to be a hindrance for students with an orthopedic disability.

Accommodations which allow students with disabilities to be successful are necessarily related to the specific disability. Some examples of accommodations that are made at the University for students with a visual impairment or a learning disability related to reading are: books on tape, notetakers, tutoring, and computer software programs with voice activation such as Dragon Dictate and the Kurzweil Personal Reader.

While conditions for students with disabilities have improved, there is still a need to keep faculty updated on the technical resources available to students with disabilities. One of the programs conducted on the campus this year was a Disability Awareness Day, which featured a lawyer who specializes in the needs of people with disabilities. The campus community was invited to participate and many faculty took advantage of the opportunity to learn more about assisting students with disabilities. The Career Center places students with disabilities in cooperative work programs and also hosts an annual "Career Day" where over 100 agencies and companies are available to discuss career opportunities. Cooperation between the University and the Illinois Department of Rehabilitation has proven especially effective in improving the workforce preparation of students with disabilities.

Improving Representation in Teacher Education

In undergraduate teacher education programs at SIUE in Fall 1998, 88 (9%) of a total of 948 of the students were minority. This percentage is a little better than the 7.5% of graduate students who are minority in teacher education programs. Women make up 80% of the undergraduate and graduate teacher education population. While there are more females than males in science and mathematics teacher education programs, the numbers are low in both

fields. For example, the seven students in mathematics education included five females and two males, while the 19 science teacher education students included eleven females and eight males.

Teacher education undergraduate degree completion data from FY 98 indicate that approximately ten percent of the 393 degrees were awarded to minorities. More than 83% (327/393) of the undergraduate degrees were awarded to women. Of the 261 graduate degrees conferred, four percent went to minorities and over 82 percent were awarded to women.

Over the past ten years female enrollments have continued to increase in teacher education. Females today represent over 80% of the total enrollment in the School of Education. During this same time period, minority enrollments remained somewhat stable; various years in this time period experienced some increase in enrollment, while other years experienced a decline.

Minorities in Teacher Education, an organization to promote the recruitment of minorities into teacher education, has been established by SIUE. The organization also assists minority students in establishing an academic record that will qualify them for admission to teacher education. Teacher education is one of the four academic areas of study for which scholarships are awarded in the Johnetta Haley Scholars Program for minorities.

A "Women in Sciences" conference was sponsored by the University during the past year. Included in the theme for the conference was the role of women as science teachers. A primary focus of the conference was to encourage female students to consider one or more of the sciences as a career path.

The most obvious difficulty to overcome in the recruitment of minorities into teacher education is competition from other academic fields. Many potential students question why they should pursue teacher education as a career when most other choices would provide them with a higher income and better working conditions. The implementation of higher standards for admission to teacher education has also discouraged some minority students from pursuing teacher education programs.

The School of Education has operated an AmeriCorps grant in East St. Louis for the past three years. One goal of this grant is to recruit and train college students to serve as tutors/mentors for elementary school children. SIUE has been successful in recruiting many of these tutors/mentors into teacher education programs. SIUE is also a participant in the Golden Apple Scholars of Illinois program. This program seeks high school juniors, who represent ethnic diversity, who want to become teachers and assists them through their college and early teaching years by providing teaching experience, mentoring, financial assistance, and a peer support network of scholars. SIUE has three students who are Golden Apple scholars. Recipients of the award make a five-year commitment to teach in Illinois primary and secondary schools designated as high need.

School of Education administration and faculty work directly with area K-12 schools to provide potential students with information on career paths in teacher education. The University has worked with several school districts to establish "Future Teacher Educators" programs in middle schools and high schools.



Attachment B

**III. Tables on Student Enrollment, Staff Enrollment,
and Fiscal Resources**

Table 1 Dollars and Staff Years Budgeted to Programs Serving Underrepresented
Students and Staff at Public Institutions, Fiscal Years 1998 and 1999

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1998 AND 1999***

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY98	FY99	FY98	FY99	
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE					
Campus of Learners Project	2.12	5.86	181,300	275,000	93,700
Chancellor's Minority Graduate Tuition Awards	0.01	0.01	42,200	34,300	(7,900)
Competitive Graduate Award	0.60	0.50	136,500	155,500	19,000
Computer Lab/East St. Louis	2.58	3.00	54,000	64,800	10,800
Disability Support Services	2.30	2.30	69,100	81,300	12,200
Educational Opportunity Center/East St. Louis	3.00	2.71	177,100	160,000	(17,100)
IL Consortium for Educational Opportunity	0.05	0.05	5,250	7,700	2,450
Katherine Dunham Center for Performing Arts	6.01	6.14	247,000	220,000	(27,000)
Latin American Scholarship Program of American University	0.01	0.01	14,600	2,600	(12,000)
Minority Engineering Program	2.00	2.00	63,480	66,000	2,520
Minority Graduate Student Tuition Waivers	N/A	0.05		42,900	42,900
Minority Teachers of Illinois Scholarship	0.01	0.01	52,000	31,500	(20,500)
Project GAIN	1.30	2.0	139,800	171,000	31,200
Recruitment and Retention Fund					
Faculty Recruitment and Retention	0.25	0.25	313,600	191,000	(122,600)
Johnetta Haley Scholarship	0.25	0.25	243,300	244,000	700
Organization of Minority Business Students Tutoring Program	0.00	0	0	350	350
School of Dental Medicine					
Minority Scholarship Program	0.00	0.01	10,000	11,000	1,000
School of Nursing Recruitment/Retention Committee	0.50	0.50	3,000	3,000	0
Special Services Program	10.00	10.00	223,700	232,600	8,900
Students Engaged in Engineering	0.03	0.03	1,500	1,600	100
Women's Studies Program	0.75	0.75	40,000	40,000	0

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1998 AND 1999***

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY98	FY99	FY98	FY99	
AmeriCorps/East St. Louis***	26.50	32.50	328,900	401,500	72,600
America Reads FWS***	8.00	12.00	50,000	60,000	10,000
Brooklyn Afterschool Program***	N/A	0.30	0	15,300	15,300
Child Development Program/East St. Louis***	26.06	25.61	906,000	1,044,000	138,000
Educational Enrichment Program***	0.25	0.25	12,000	12,000	0
Educational Talent Search***	N/A	2.88	0	190,000	190,000
Head Start Program***	136.92	134.57	6,283,100	7,251,500	968,400
Jobs for IL Graduates***	1.00	1.00	50,000	56,900	6,900
Latchkey Program***	2.76	2.45	135,000	141,000	6,000
Midwest Engineering and Science Association					
Precollege Program***	2.00	4.00	34,000	35,000	1,000
Pre-College Education and Career Training Institute***	0.89	1.24	77,600	70,000	(7,600)
Project Success/East St. Louis***	7.53	7.27	248,000	299,700	51,700
Recruitment and Retention Fund					
Engineering and Science Precollege Program***	0.88	0.88	12,400	13,800	1,400
Upward Bound/Science Awareness Program***	7.57	8.64	467,700	468,900	1,200
Upward Bound Math and Science Center***	4.41	4.49	226,500	222,800	(3,700)
Upward Bound II***	N/A	2.18	0	180,600	180,600

N/A Not Available

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.

Attachment C

IV. Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippines Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Attachment D.

Attachment D

V. Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY 1999 Undergraduate Enrollment of Students with Disabilities* 177

FY 1999 Graduate/Professional Enrollment of Students with Disabilities 10

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution 350
- b) count of the number of students receiving services at the institution 187

* For community colleges, the count submitted on this form should match the count submitted on the college's AI record.

Attachment E

VI. Program Reviews**Units Serving Female Students and Staff**

Since women students outnumber men students on the campus, most of the units serve female students in some way. The program that is dedicated to serving women students and has a budget for that purpose is the Women's Studies Program. Therefore, the Women's Studies Program is included in this review.

1. How effective is the unit in identifying and serving its student clientele?

Because budgetary constraints within the College of Arts and Sciences and the departments resulted in fewer Women's Studies class being offered this year than in previous years, overall enrollment was lower. For example, in 97-98 Women's Studies served 545 female students and a total of 726 students through enrollment in 26 Women's Studies courses. In 98-99, a total of 459 female students and a total of 583 students were served through enrollment in 21 Women's Studies courses. Thus, with 80% of the previous years courses offered, 80% of the previous years enrollment was served.

2. How successful has the unit been in improving student participation and achievement?

During the 98-99 academic year, the Women's Studies Program successfully initiated several new activities to serve SIUE students. These activities, which were well attended, included: open-house receptions in the fall and spring celebrating displays of art work by SIUE women student artists, a Faculty Workshop on Using Collaborative Learning to Integrate Race and Sex into the Curriculum, a program of weekend lectures/workshops to attract minorities and women students to the sciences, the Women's Studies for Women's Sports campaign in support SIUE women athletes and intercollegiate athletics, a fall meeting of the Women's Studies Luncheon Forum with a presentation on a renaissance woman writer, and a public slide/lecture on classical archeological research on Goddess workshop.

3. How effective is the unit in its use of resources?

The activities above proved to be very cost effective since many of the events were co-sponsored by other departments and units at SIUE. The Women's Studies for Women's Sports campaign was a particularly dramatic success, bringing "one of the biggest crowds of the year" to a women's volleyball game, according to a report in the *Edwardsville Intelligencer*, and inspiring the SIUE team to their first defeat of the nationally ranked Washington University team. By working with the SIUE Athletics program, Women's Studies helped identify and eliminate some apparent inequities in women's athletics, thus improving the services offered to and support of our student athletes.

4. *Have previous evaluations brought about changes in the unit's policies and operations?*

Students participating in a focus group meeting in the spring identified course cancellation as a serious problem for Women's Studies minors. The future success of the Women's Studies Program depends on the support of the College of Arts and Sciences and departments in offering Women's Studies courses. The focus group also identified a new goal for the program: an expansion and reorientation of the program to include a major in Gender and Women's Studies. In the coming year the Women's Studies faculty will meet to consider this proposal, which would enable the program to serve SIUE women students more effectively.

Units Seeking to Improve Faculty and Staff Representation

In FY 91, the president at SIUE announced that funds were being allocated to enhance the recruitment and retention of minority faculty and students. An ad hoc committee on Recruitment and Retention of Minority Faculty and Students developed suggestions and guidelines for the use of the funds. The committee recommended that a portion of the funds be allocated for the hiring of minority faculty. A department would be able to use a portion of the fund for salaries for no more than three years for any position, after which the department must fund the salary on its own. The Minority Recruitment and Retention Program for faculty is included in this review.

1. *How effective is the unit in identifying and serving its clientele?*

One important function of the Office of the Assistant Provost for Cultural and Social Diversity is to provide financial resources to academic units who are seeking minority faculty and staff. The Director of Institutional Research provides the University with the data about the number of minority faculty in each of the academic units. The Assistant to the Chancellor for Equal Opportunities Programs monitors and encourages each academic unit to vigorously pursue minority faculty. The Assistant Provost manages the funds to increase the presence of minority faculty on SIUE's campus. Deans of the various academic units complete a request form for Minority Recruitment and Retention funds to (1) employ minority faculty, (2) develop "perks" to support retention efforts and (3) assist in the employment of minority graduate assistants.

2. *How successful has the unit been in improving participation and achievement?*

New Faculty Recruitment

Faculty recruitment has proven to be very successful. The data below show the numbers and the departments in which minority faculty have been hired in the last four years.

- Department of Historical Studies – two minority faculty
- Department of Sociology – one minority faculty member
- Department of Social Work – two minority faculty members
- Department of Educational Leadership – two faculty members
- Department of Curriculum and Instruction – one faculty member
- School of Nursing – one faculty member

- Department of Music – three faculty members
- Department of English – one faculty member
- Department of Theater and Dance – one faculty artist in residence

In some cases, minority candidates chose not to consider employment at SIUE. The departments who requested Minority Recruitment and Retention funds, but were unable to hire minority candidates are shown below:

- Department of Biology – one candidate
- Department of English – two candidates
- School of Business – one candidate
- School of Dental Medicine – two candidates
- School of Nursing – one candidate

Employment of Graduate Assistants

Encouraging outstanding minority undergraduate students to pursue graduate study is another major goal of the University. In some academic units where minority representation is minimal, the employment of a minority research assistant or teaching fellow is a recruitment strategy. Some undergraduate minority students had never thought about careers in higher education, especially teaching. Faculty are encouraged to identify potential minority graduate students. Some of the Minority Recruitment and Retention dollars are used to recruit minority graduate students into a program offered by the Graduate School. Some programs in which minority graduate assistants have been utilized are:

- Accent Reduction Program, a teaching/learning program designed to assist international faculty and staff to become more fluent in the English
- Project Gain, a tutoring / mentoring program for minority students interested in nursing as a career
- Project Able, a program to increase learning proficiencies for minority students interested in careers in sociology.
- Black Perspectives in Illinois History, a conference designed to give graduate students an opportunity to share their research

Other academic units have employed graduate assistants to work in tutoring labs and research labs as well as becoming teaching assistants to faculty.

3. How effective is the unit in its use of resources?

Retention of Minority Faculty is essential to the academic environment at SIUE. To ensure that minority faculty remain viable and visible to SIUE, retention strategies are encouraged by the Office of the Assistant Provost for Cultural and Social Diversity. Minority and majority faculty are made aware of conferences and institutes that deal with women and minority issues on college and university campuses. Support dollars from the Minority Retention and

Recruitment Fund are budgeted for faculty and staff travel to conferences and institutes. Also, support dollars are available to faculty who wish to attend conferences in their academic discipline

Occasionally, junior faculty will request monetary support for their research during the summer semester. Funds to support release time for faculty are considered retention incentives. The Minority Recruitment and Retention funds are used to promote the following incentives:

- Summer research dollars
- Travel to conferences and institutes
- Supplies and materials
- Salary dollars, prorated over a three-year period. (At the end of three years, academic units will become totally responsible for faculty salaries.)

The resources available for minority recruitment and retention efforts are used wisely. Deans report that the additional funds that are available to them are used judiciously and well. To be able to increase the presence of minority faculty on SIUE campus is a major goal of academic affairs. The Minority Recruitment and Retention fund, as supplemental income to academic units' existing funds, has helped to make academic units become sensitive to and aware of the benefits a university receives by extolling the virtues of diversity.

4. Have previous evaluations brought about changes in the unit's policies and operations?

There has been no external evaluation of this program. Ongoing attention is given to the needs of the University community and to the appropriate use of the Minority Recruitment and Retention fund.

Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups

Units that were reviewed for this section include the Minority Engineering Program, Project Gain and the Education Enrichment Program.

Minority Engineering Program

1. How effective is the unit in identifying and serving its student clientele?

The Minority Engineering Program provides support for the recruitment, retention and graduation for underrepresented minority and women students within the School of Engineering. Information regarding minority and women students is obtained each semester from each department in the school in order to provide targeted retention strategies. These strategies include academic advisement, individual counseling, and informal group dialogue sessions that encourage increased academic performance through peer collaboration. Students who exhibit marginal academic performance are contacted and efforts are made to locate the problems. If necessary, other service units on campus such as the Counseling Office, Career Development Center, Financial aid Office, and the Wellness Center are contacted. The number of minority students who select a major in engineering has remained stable over the last five years. The

number of women students who choose engineering as a major has steadily increased from 1994 to 1998.

The Minority Engineering Program also conducts several precollegiate programs, which are designed to raise the awareness of students through hands-on activities, that focus on technical and scientific experimentation. The Midwest Engineering and Science Academy focuses on disadvantaged middle school students who aspire to careers in engineering, science and mathematics. The Engineering and Science Pre-College Program is a residential program for ninth and tenth grade minority students. It is designed to acquaint participants with required core engineering, science and mathematics courses. The Students Engaged in Engineering program is designed to motivate fifth through eighth grade students to pursue and excel in mathematics and science during elementary and high school. These students participate in industrial field trips, engineering group projects, and engineering laboratory experiments.

2. How effective has the unit been in improving student participation and achievement?

The primary objective of the Minority Engineering Program is to implement proactive academic oriented programming that increases student's quantitative knowledge base, while building confidence. It fosters a standard of excellence that results in the development of successful minority engineers who are equipped to enter industry and graduate schools with the tools and competencies required for successful careers.

Retention programming is conducted each semester to enhance retention rates and grade point averages of minority and women students. Students with marginal academic performance are contacted to provide guidance and direction. They are frequently referred to tutorial sessions in mathematics, chemistry, and physics. The data show an increase in grade point averages for black men and women in engineering from 1997 to 1998. Grade point averages for women in engineering have shown a steady increase in the years 1994 to 1998. The percent of black male engineering students in good standing has shown a dramatic increase from 66% in 1994 to 91% in 1998. The percent of women students in engineering who are in good standing increased from 90% in 1994 to 93% in 1998.

The precollegiate programs, Midwest Engineering and Science Academy Pre-College Program, have records of success. The cohort of FY 95 ninth grade students was tracked to monitor their academic progress. Results show that nineteen of the twenty-three ninth graders matriculated into accredited institutions to pursue studies related to engineering, science, and mathematics.

3. How effective is the unit in its use of resources?

The salaries for the Assistant to the Dean who is responsible for the Minority Engineering program, a secretary, and other budget line items are provided through the Office of the Dean of the School of Engineering. The resources are to provide recruitment activities for the entire School of Engineering with an emphasis on minorities and women. Funds to support minority initiatives are obtained from the Minority Engineering Program Foundation Fund that is used for student conferences, minority college fairs, and supplies which are not accessible through the

formal operational budget sources. The precollegiate programs are funded through grants and from direct allocation from the Office of the Provost.

4. *Have previous evaluations brought about changes in the unit's policies and operations?*

The Minority Engineering Program has not been evaluated by an external evaluator.

Project GAIN

Project GAIN (Getting Ahead in Nursing) is a special academic/social support program in the SIUE School of Nursing to increase the recruitment, retention and success of any culturally diverse disadvantaged minority or disadvantaged student interested in nursing as a profession. Disadvantaged students are identified as any student of any race or ethnicity who has been unable to achieve his/her goal of becoming a professional nurse because of academic, social, financial, or environmental constraints.

1. *How effective is the unit in identifying and serving its student clientele?*

In 1998, targeted recruitment visits for Project GAIN participants occurred in 15 area high schools. Visits were also made to three area churches. The number of underrepresented students who succeed in gaining admission and completing the nursing curriculum continues to increase. During the 1998-1999 academic year, 87 participants succeeded in the college component of Project GAIN. Currently, 67% of Project GAIN participants are in the clinical component of the nursing curriculum. Project GAIN students are successfully completing degrees in nursing. During the 1998-1999 academic year, 23 Project GAIN students graduated from the School of Nursing.

2. *How successful has the unit been in improving student participation and achievement?*

Active participation is required for participants. Each student signs a "contract" stating they will participate in a certain number of community projects and networking meetings throughout the year. Many of the Project GAIN participants are also members of the Student Nurses' Association, Kimmel Leadership Program, and other student organizations on campus.

A former Project GAIN participant who not only graduated from the basic nursing program, but also graduated with a double specialization from our graduate program, has accepted a full-time faculty position for the 1999-2000 academic year. It is expected that she will be another dedicated faculty member who will be committed to furthering the work of Project GAIN.

3. *How effective is the unit in its use of resources?*

Most of the money secured through external grants does directly for student support. Each year, the School of Nursing grants the Director and the Assistant Director of Project GAIN released time from teaching to guide the activities of this program. The amount of support has risen each year of operation as has its sponsored organizations and activities.

4. *Have previous evaluations brought about changes in the unit's policies and operations?*

The School of Nursing is revising the undergraduate and graduate curriculums for implementation in Fall 2000. The faculty recently approved new program objectives, capabilities and characteristics of the graduates, and a value statement – all documents now include explicit statements regarding diversity.

Education Enrichment Program

The Education Enrichment Program is designed as a recruitment initiative for area junior and senior high school students who have never been on a college campus. These students are invited to visit the University for exposure to a variety of educational and informational activities, including faculty presentations about the academic realities of attending a university, tours of housing and recreational facilities. This program began more than 15 years ago as a community outreach effort by the Office of Admissions.

1. *How effective is the unit in identifying and serving its student clientele?*

Any educational or public institution whose students are able to benefit from involvement in this activity is invited to participate. During the past year twenty-eight schools in Illinois and nineteen in Missouri participated. A total of 2,736 students were served. Eighty-four percent of them were minority. Seventy-six percent were black.

2. *How successful has the unit been in improving student participation and achievement?*

The goal of this unit is to make minority students aware of the opportunities in higher education. The University is also given an opportunity to display its campus and programs to prospective students. Students are made aware of the academic standards of the University and pre-college course requirements. Because of this program and others such as Talent Search, Project Success, and other TRIO programs, precollegiate students are afforded valuable information which they can use to make their college decision easier. The participants have a solid base of general knowledge about how to choose a college. The last three years show a steady progression in the numbers of students who participated.

3. *How effective is the unit in its use of resources?*

The budget for this program includes salaries, incidentals for the student participants such as refreshments and souvenirs, and bus transportation for participants. Most students who visit the campus are given a souvenir such as T-shirts, pennants, and pens. The unit sponsored a trip for the minority organization, LASO-American Student Organization. This group participated in the United States Hispanic Leadership Conference in Chicago.

4. *Have previous evaluations brought about changes in the unit's policies and operations?*

Communication with program coordinators has indicated it would be beneficial to consider bringing more groups to campus from outside a 60-mile radius, the current limit. Evaluations of

other programs such as PREVIEW SIUE and SIUE Receptions indicate the need for better attendance by minority students. The Enrollment Management Division will look at developing plans to tie the primary visitation-recruitment programs with various groups that sponsor minority students in helping them select a college. Plans are being formulated to bring students to the campus on showcase days to have students take advantage of University programming designed especially for potential students and newly admitted students.

Attachment F

**VII. Review Schedule for Formally Organized Support Units
Serving Underrepresented Groups***

Fall 1999 Support Unit Review: Units Serving Female Students and Staff; Units Seeking to Improve Faculty and Staff Representation; and Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups;

Fall 2000 Support Unit Reviews: Units Seeking to Improve the Retention of Undergraduate Students from Underrepresented Groups;

Fall 2001 Support Unit Reviews: Units Seeking to Improve Student Representation in Mathematics, Science, and Engineering Disciplines; Units Serving Students and Staff with Disabilities; and Other Units Serving Underrepresented Groups;

Fall 2002 Support Unit Reviews: Units Serving Precollegiate Students From Underrepresented Groups; and

Fall 2003 Support Unit Reviews: Units Concerning the Recruitment and Retention of Graduate Students from Underrepresented Groups

* Yearly dates indicate time for submission to the Illinois Board of Higher Education

Minority Students

Goals

- Improve the preparation of and thus the opportunity for success in academic programs of first-time, first-year minority students.
- Improve the preparation of and thus the opportunity for success in academic programs of transferring minority students.
- Increase the participation of minority students in academic programs where they are underrepresented.
- Improve the recruitment, retention, and completion rates of minority students in academic programs.

Progress in Meeting Goals

Enrollment Trends

According to Table 1.A., Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, black students (1155 students) represented 13 percent of the total undergraduate population during Fall 1998 compared with 12.5 percent (1088 students) in Fall 1997. American Indian/Alaskan Native (40 students) represented 0.44 percent of the total undergraduate population in 1998 compared with 0.43 percent (38 students) in 1997, Asian/Pacific Islander students represented 1.6 percent (143 students) in 1998 compared with 1.9 percent (162 students) in 1997, a decrease of 19 students, while Hispanic students (107 students) represented 1.2 percent in 1998 compared with 1.3 percent (116 students) in 1997, a decrease of nine students.

Black graduate student enrollment increased by three students from (161 students) in Fall 1997 to (164 students) in Fall 1998 and increased from 6.4 percent in 1997 to 6.6 percent in 1998. Other changes include an increase of two American Indian/Alaskan Native students which represented 0.4 percent (10 students) in 1997 and 0.5 percent (12 students) in 1998, an increase of 13 Asian/Pacific Islander students from 1.7 percent (42 students) of total graduate student population in 1997 to 2.2 percent (55 students) in 1998. Hispanic students experienced no change in its 21 students (0.8 percent) of the total graduate population for both Fall 1997 and Fall 1998. Total graduate student enrollment decreased by 24 students from Fall 1997 to Fall 1998.

Academic Achievement

Table 2.A., Cumulative Grade Point Average (GPA) of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, shows a decrease in grade point average for undergraduate black male students from 2.31 in 1997 to 2.25 in 1998, and for black female students from 2.36 in Fall 1997 to 2.34 in Fall 1998. GPA did increase for

undergraduate black students in the Schools of Engineering and Nursing. Specifically, the GPA for black undergraduate female nursing students increased from 2.79 in 1997 to 2.88 in 1998. Both black male and female engineering students increased their GPA from 2.39 in 1997 to 2.49 in 1998 and from 2.10 in 1997 to 2.60 in 1998, respectively. Although undergraduate grade point average for black students shows a slight decline over the past year, increases have occurred during the past five years. In 1994, black male cumulative GPA was 2.09 and female students had 2.20 cumulative GPA compared to 2.25 and 2.34 respectively in 1998.

Overall, black male graduate students increased their GPA from 3.19 in 1997 to 3.37 in 1998 while black female graduate students had decreased GPA from 3.35 in 1997 to 3.26 in 1998. Black female graduate students in the College of Arts and Sciences increased their GPA from 3.03 in 1997 to 3.18 in 1998. Black graduate male students show increased GPA in the School of Business from 2.90 in 1997 to 2.97 in 1998 and in the School of Education from 3.47 in 1997 to 3.58 in 1998. The GPA for undergraduate and graduate black students remain lower than all the other groups.

According to Table 2.B., Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Terms 1994-1998, one hundred percent of the black undergraduate women were in good standing in the school of Nursing in Fall 1998 while the School of Education had 95 percent of its undergraduate black students and 100 percent of its graduate black students in good standing in 1998. Both undergraduate black male and female students had decreases in the overall percentage of students in good standing, from 79 percent in 1997 to 75 percent in 1998 and from 80 percent in 1997 to 77 percent in 1998, respectively. However, black graduate students did experience a 9 percent increase in the number of students in good standing between Fall 1997 and Fall 1998. All racial groups had decreasing or no changes except for undergraduate Hispanic females, who had 89 percent in good standing, a 2 percent increase from Fall 1997.

In Table 3.A, Degrees Completed by Racial/Ethnic Category, Gender and Disability Status by Student Level and School July 1, 1993 - June 30, 1998, the number of degrees completed over a five year period from 1994 to 1998 increased for undergraduate black students by 38 percent, from 113 degrees in 1994 to 156 degrees in 1998. The number of degrees completed decreased for American Ind./Alaskan Native students by 42.8 percent from 7 degrees in 1994 to 4 degrees in 1998, Asian/Pacific Islander students increased by 140 percent from 10 degrees in 1994 to 24 degrees in 1998, and Hispanic students increased by 60 percent from 15 degrees in 1994 to 24 degrees in 1998. In terms of the total number of undergraduate degrees completed (1440 degrees) in 1998, black students received 11 percent of the total degrees, American Ind./Alaskan Native students received 0.28 percent of the total degrees, Asian/Pacific Islander students received 1.7 percent of the total degrees, and Hispanic students received 1.7 percent of the total degrees.

Women Students

Goals

- Increase the participation of women in academic programs where they are presently underrepresented.
- Improve the recruitment, retention, and completion rates of women students in academic programs.

Progress in Meeting Goals

Enrollment Trends

Table 1.A shows that female undergraduate and graduate students numbered 6,853 in Fall 1998 and comprised 59.5 percent of the total population at SIUE. Undergraduate enrollment for women students was 5,350 or 59.2 percent of the total undergraduate population. Women graduate students numbered 1,503 or 60.7 percent of the total graduate student population. These percentages have remained relatively stable over the past five years. The number of female undergraduates at SIUE increased by 274 students from 5,076 in Fall 1997 to 5,350 in Fall 1998 or by 5.4 percent. The number of female graduate students decreased by 20 students from 1,523 in Fall 1997 to 1,503 in Fall 1998 or by 1.3 percent.

Black female undergraduate and graduate students numbered 952 students, 8.3 percent of the total student population and 72 percent of the black students at SIUE in Fall 1998. Undergraduate enrollment for black female students was 838 students or 9.3 percent of the total undergraduate population and black female graduate students numbered 114 students or 4.6 percent of the total graduate student population.

Academic Achievement

According to table 2.A, overall grade point averages for undergraduate women students continue to be higher than for undergraduate male students for Fall 1998 (2.81 versus 2.62). Undergraduate women students had higher grade point averages than male students in every school and the College of Arts and Sciences in 1998. Minority undergraduate women students continued to have higher grade point averages for Fall 1998 except for Asian/Pacific Island female students whose average declined from 2.81 in Fall 1997 to 2.68 in Fall 1998.

At the graduate level, female students also had higher overall grade point averages than male students (3.70 versus 3.51). In Fall 1998, female students surpassed male students grade point averages in the School of Business (3.42 versus 3.36), School of Education (3.87 versus 3.72), and School of Engineering (3.45 versus 3.34). In the College of Arts and Sciences, female graduate students had grade point averages that were equivalent to that of male graduate students (3.58). Highest grade point averages of female graduate students occurred in the School of Education (3.87) and lowest in School of Business (3.42). At the graduate level, Hispanic

women surpassed their male counterparts (3.72 versus 3.70). However, black female students had lower grade point averages than their male counterparts (3.26 versus 3.37) and Asian/Pacific Island female students had equal grade point averages as their Asian/Pacific Island male students (3.38).

Table 2.B, Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, illustrates that 89 percent of undergraduate women were in good standing in Fall 1998, a decrease of one percent from Fall 1997. In Fall 1998, more undergraduate women students (89 percent) were in good standing than men students (86 percent). All minority groups except for Asian/Pacific Island students (90 percent versus 92 percent) had higher percentage of females in good standing than the percentage of males in good standing.

In Fall 1998, 96 percent of female graduate students remained in good standing. This surpassed the percentage of male graduate students in good standing (93 percent). The percentage of Hispanics in good standing remained the same (100 percent) for men and women.

As shown in Table 3.A, almost twice as many undergraduate female students (924 or 64 percent) as male undergraduate students (516, or 36%) were awarded degrees in 1998. The number of women undergraduate students receiving degrees in 1998 increased by 6.1 percent from 871 in 1997 to 924 in 1998. Black female students were awarded 12.2 percent of the degrees awarded to women and 72 percent of the overall degrees awarded to the black student population. Female students in all underrepresented groups received more degrees than male students, except American Ind./Alaskan Native female students and female students with disabilities. Female students with disabilities received five fewer degrees than male students with disabilities. American Ind./Alaskan female students were awarded the same number of degrees as their male counterparts.

At the graduate level, the number of women awarded degrees was 447 as opposed to 258 for the men. For black female students, the number of students awarded degrees declined from 27 in 1997 to 20 in 1998 and for Hispanic students the number declined from 8 in 1997 to 2 in 1998.

Disabled Students

Goals

- Increase the participation of students with disabilities in academic programs where they are presently underrepresented.
- Improve the recruitment, retention, and completion rates of students with disabilities in academic programs.

Progress in Meeting Goals

Enrollment Trends

In Fall 1998 the reported number of undergraduate students with disabilities (154) was approximately 2 percent of the total undergraduate student population. Similar to the total student population, female students (92) with disabilities outnumber male students (62) with disabilities. The College of Arts and Sciences houses 82 percent of the undergraduate students with disabilities. These data appear in Table 1.A, Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, Fall Terms 1994-1998.

Academic Achievement

Table 2.A, Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Terms 1994-1998, reveals a gradual decrease in the grade point average of students with disabilities, with the exception of the current year, Fall 1998. Women students with a disability experienced an increase from 2.69 in 1997 to 2.70 in 1998 while male students with a disability experienced an increase from 2.44 in 1997 to 2.50 in 1998. The grade point average for undergraduate students with disabilities is comparable to the grade point average of other underrepresented students.

Graduate students with a disability also had an increase in grade point average since Fall 1997. Overall grade point average for female graduate students with a disability increased from 3.45 in 1997 to 3.67 in 1998. Male graduate student with a disability also experienced a significant increase in grade point average, from 1.89 in 1997 to 3.37 in 1998.

Table 2.B indicates that 90 percent of undergraduate female students with a disability were in good standing in Fall 1998. This percentage is higher than the percentage of female students in the total student population (89 percent). Table 2.B reveals that 84 percent of undergraduate male students with disabilities are in good standing, which is lower than male students in good standing in the total student population (86 percent). However, the percentage of both male and female undergraduate students with a disability increased in Fall 1998. For male students, it increased from 80 percent in 1997 to 84 percent in 1998 and for women it increased from 88 percent in 1997 to 90 percent in 1998.

The data also indicate that male graduate students with a disability who are in good standing have increased significantly, 20 percent in Fall 1997 to 71 percent in Fall 1998. Female graduate students with a disability have repeated the previous year's success of having 100 percent of its students in good standing. It is important to note that the number of graduate students with a disability in Fall 1998 is small (males-8, females-6). These graduate students are enrolled in various schools and colleges at SIUE, such as the College of Arts and Sciences (males-6, females-4), School of Business (males-1), School of Education (females-2), and School of Engineering (males-1). The percentage of female graduate students with a disability in good standing (100 percent) is higher than that indicated for the total percentage of female graduate students in good standing (96 percent) while the percentage of male graduate students with a disability (71percent) is lower than that indicated by the total male graduate student population (93 percent).

The number of degrees awarded to students with a disability is illustrated in Table 3.A, Degrees Completed by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School. The number of undergraduate students with a disability that were awarded degrees decreased by 8 students from 39 in 1997 to 31 in 1998. Only female graduate students with a disability (4 students) were awarded degrees in 1998.

Underrepresented Faculty and Staff

Goals

- Improve the recruitment and retention of minority faculty and staff.
- Improve the recruitment and retention of women faculty and staff.
- Improve the recruitment and retention of disabled faculty and staff.

Progress in Meeting Goals

Employment Trends

Table 4.A, Headcount Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender, indicates the total black work force increased by 17 employees from 370 in 1997 to 387 in 1998. Black employees represent 18.3 percent of the total work force. The Asian/Pacific Islander work force remains the same as the previous year (43 employees), while Hispanic employees increased by 8 employees from 14 in 1997 to 22 in 1998. There was also an increase of 2.1 percent or 43 employees for the entire work force from 2,071 employees in 1997 to 2,114 employees in 1998.

The number of black faculty increased by 9 members between 1994 and 1998. The percentage of black faculty was 4.8 percent in 1994 and 5.9 percent in 1998. The number of black employees in Executive/Administrative/Managerial positions remained the same (19 employees) from 1997 to 1998. In addition, the number of Asian/Pacific Islander employees in this category also remained the same (5 employees) from 1997 to 1998. Black employees in the Professional Non-Faculty category increased by 5.4 percent from 92 employees in 1997 to 97 employees in 1998. Women in this category also increased by 5.6 percent from 196 employees in 1997 to 207 employees in 1998. The black employees in Service Maintenance increased by 21.4 percent from 56 employees in 1997 to 68 employees in 1998 while the women in this category increased by 11.7 percent from 77 employees in 1997 to 86 employees in 1998.

Total female faculty increased from 294 employees in 1997 to 306 employees in 1998, an increase of 4.1 percent. Women represented 45 percent of the faculty in 1998. Male faculty only increased by two employees from 373 in 1997 to 375 in 1998 and represented 55 percent of the faculty in 1998.

Hiring Trends

Table 4.B, Headcount Employment of Faculty and Administrative Staff: Full-time New Hires by Racial/Ethnic Category and Gender, show a total of 104 new hires in 1998. Women represented 58 percent of the new hires and black employees represented 29 percent of the new hires. A total of 36 new faculty were hired in 1998. Of those, 14 were women and 3 were black.

Table 5.A, Headcount Employment of RAMP Administrators by Racial/Ethnic Category and Gender, indicates that between 1994 and 1998 the number of RAMP administrators (identified as administrators within two reporting lines of the chancellor) decreased by 26 percent. In 1998, the RAMP administrators included 12 or (71 percent) males, 5 or (29 percent) females, and 2 or (12 percent) black. The number of black RAMP employees decreased from 3 in 1997 to 2 in 1998. The total RAMP administrators decreased by one or (5 percent) from 1997 to 1998.

SIUE Campus-Wide Data Tables

Table 1.A	Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status by Student Level and School
Table 1.B	Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers by Racial/Ethnic Category, Gender and Disability Status
Table 2.A	Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School
Table 2.B	Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School
Table 3.A	Degrees Completed by Racial/Ethnic Category, Gender and Disability Status by Student Level and School
Table 3.B	Students Who Entered the University as New Freshmen Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
Table 4.A	Headcount Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender
Table 4.B	Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires by Racial/Ethnic Category and Gender
Table 5.A	Headcount Employment of RAMP Administrators by Racial/Ethnic Category and Gender
Table 5.B	Job Classification Changes by EEO Category, Racial/Ethnic Category and Gender
	Headcount Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender
	Headcount Employment of Faculty and Administrative Staff: Full-Time Employees by Racial/Ethnic Category and Gender
	Headcount Employment of Faculty and Administrative Staff: Part-Time Employees by Racial/Ethnic Category and Gender

Table 1.A
Southern Illinois University Edwardsville
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1995	43	29	327	691	17	11	41	52	30	37	2078	2557	2536	3377	54	57
Fall 1996	34	27	264	635	14	13	33	52	36	53	2065	2615	2446	3395	58	53
Fall 1997	26	28	245	618	13	11	41	62	25	43	2047	2721	2397	3483	54	62
Fall 1998	26	34	249	650	11	15	37	44	38	26	2086	2885	2447	3654	55	72
Graduate																
Fall 1995	19	19	20	35	0	0	4	6	2	3	224	248	269	311	4	2
Fall 1996	14	18	26	32	0	2	4	3	4	2	200	260	248	317	3	1
Fall 1997	20	18	22	32	1	3	1	3	3	1	187	259	234	316	6	2
Fall 1998	17	21	16	42	1	3	3	1	2	1	187	264	226	332	6	4
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1994	7	2	18	33	1	3	3	5	2	2	244	250	275	295	3	1
Fall 1995	11	4	23	52	2	2	3	8	4	2	268	288	311	356	10	2
Fall 1996	15	7	32	61	2	2	9	9	2	4	359	377	419	460	8	4
Fall 1997	15	5	32	55	3	3	6	11	8	9	427	398	491	481	6	1
Fall 1998	12	4	27	64	3	3	12	11	9	8	468	449	531	539	4	5
Graduate																
Fall 1994	23	13	17	9	0	0	7	6	4	0	255	143	306	171	0	0
Fall 1995	19	8	20	5	0	0	1	6	1	0	224	125	265	144	0	0
Fall 1996	19	13	9	7	0	0	5	7	2	0	178	129	213	156	0	0
Fall 1997	18	11	5	8	1	0	2	4	1	0	148	118	175	141	0	0
Fall 1998	19	13	5	9	1	0	1	4	0	1	123	99	149	126	1	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
Fall 1994	0	0	4	3	1	0	10	4	3	0	137	45	155	52	0	0
Fall 1995	0	0	4	5	2	0	8	7	4	1	132	37	150	50	0	0
Fall 1996	0	0	6	6	2	0	7	5	4	1	138	41	157	53	0	0
Fall 1997	0	0	5	4	3	0	5	7	2	0	141	44	156	55	0	0
Fall 1998	0	0	5	5	3	0	9	10	4	0	134	37	155	52	0	0

NOTES

Fall term population reflects 10th Day headcounts.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 1.A
Southern Illinois University Edwardsville
 Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Non-Hispanic Men Women		Alaska Native Men Women		Pacific Islander Men Women		Hispanic Men Women		Non-Hispanic Men Women		Men Women		Men Women	
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1994	0	1	13	61	1	2	3	0	4	8	157	441	178	513	9	10
Fall 1995	1	1	14	54	1	3	3	2	5	9	157	612	181	681	11	21
Fall 1996	0	1	22	48	1	4	2	4	3	13	147	674	175	744	8	18
Fall 1997	2	0	21	47	2	2	4	5	2	11	163	652	194	717	2	10
Fall 1998	2	0	19	67	1	2	1	6	3	8	163	673	189	756	1	12
Graduate																
Fall 1994	3	6	2	22	2	1	0	2	3	1	88	364	98	396	0	0
Fall 1995	5	4	3	30	2	3	0	1	3	7	118	483	131	528	1	0
Fall 1996	3	4	3	33	1	1	2	3	3	5	148	534	160	580	0	2
Fall 1997	4	3	7	35	0	0	2	3	2	5	147	546	162	592	0	3
Fall 1998	5	2	8	28	2	0	2	1	3	2	124	515	144	548	0	2
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1994	20	1	30	10	2	0	12	0	7	0	440	76	511	87	6	3
Fall 1995	23	0	31	10	1	0	19	4	5	1	446	81	525	96	10	0
Fall 1996	28	0	30	12	0	1	16	4	9	1	421	65	504	83	8	1
Fall 1997	19	0	23	8	1	1	14	6	10	3	427	75	494	93	5	0
Fall 1998	16	2	21	15	2	0	14	7	10	1	406	89	469	114	2	3
Graduate																
Fall 1994	36	5	3	0	0	0	6	1	0	0	46	4	91	10	0	0
Fall 1995	46	9	9	1	0	0	8	3	0	0	65	8	128	21	0	0
Fall 1996	49	12	6	1	0	0	9	3	0	0	58	8	122	24	0	0
Fall 1997	58	19	3	2	0	0	7	2	0	0	63	10	131	33	0	0
Fall 1998	77	30	2	3	0	0	10	4	1	0	65	10	155	47	1	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1994	2	4	27	36	1	0	4	5	1	3	147	240	182	288	7	9
Graduate																
Fall 1994	5	5	2	1	1	0	0	2	0	1	26	108	34	117	1	0

NOTES: Fall term population reflects 10th Day headcounts
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students
 Graduates include masters, specialist, doctoral and unclassified graduate students
 Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students

Table 1.A
Southern Illinois University Edwardsville
 Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Pacific Islander		Men		Non-Hispanic		Men		Men	
	Women		Women		Women		Men	Women	Men	Women	Men	Women	Men	Women	Women	
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1994	0	0	3	11	0	0	0	1	2	0	43	72	48	84	0	1
Graduate																
Fall 1994	1	4	0	1	0	0	0	2	0	1	21	34	22	42	0	0
SCHOOL OF NURSING:																
Undergraduate																
Fall 1994	1	0	2	35	0	3	2	6	1	5	51	280	57	329	1	1
Fall 1995	0	0	1	28	1	4	2	6	1	6	58	270	63	314	0	0
Fall 1996	0	0	0	38	1	3	3	8	1	5	58	267	63	321	0	0
Fall 1997	0	1	1	38	0	2	3	10	1	4	50	247	55	302	0	1
Fall 1998	0	0	1	42	1	2	3	8	1	3	42	232	48	287	0	0
Graduate																
Fall 1994	0	0	0	7	0	0	0	0	0	2	8	113	8	122	0	0
Fall 1995	0	0	0	6	0	1	0	0	0	2	10	108	10	117	0	0
Fall 1996	0	0	1	7	0	1	0	3	0	2	13	114	14	127	0	1
Fall 1997	0	0	1	10	0	1	0	3	0	1	15	123	16	138	0	0
Fall 1998	0	0	0	12	0	1	0	2	1	1	21	155	22	171	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1994	6	2	19	30	0	0	3	4	5	5	251	202	284	243	8	2
Graduate																
Fall 1994	11	11	7	3	0	1	4	4	0	3	104	49	126	71	0	0
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1994	1	0	12	49	1	2	0	3	1	0	154	160	169	214	5	9
Graduate																
Fall 1994	4	3	11	15	0	0	2	0	1	0	86	76	104	94	1	0

NOTES

Fall term population reflects 10th Day headcounts

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 1.A
Southern Illinois University Edwardsville
 Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Undergraduate																
Fall 1994	40	15	294	542	9	8	30	37	23	34	1533	1963	1929	2599	44	40
Graduate																
Fall 1994	4	0	12	25	0	1	2	4	3	5	190	357	211	392	1	0
Fall 1995	1	0	10	31	0	3	4	3	3	2	139	287	157	326	0	0
Fall 1996	1	0	4	19	2	1	2	3	3	1	124	210	136	234	2	2
Fall 1997	2	2	8	19	0	1	1	2	3	3	89	221	103	248	0	0
Fall 1998	1	4	14	15	1	0	6	2	3	2	97	204	122	227	0	0
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1994	0	0	0	4	0	0	0	0	0	0	10	17	10	21	1	0
SIUE SUMMARY:																
Undergraduate																
Fall 1994	77	25	418	811	15	18	57	61	46	57	3030	3701	3643	4673	84	76
Fall 1995	78	34	396	835	22	20	68	72	45	55	3007	3808	3616	4824	85	80
Fall 1996	77	35	348	794	18	23	63	77	51	76	3050	3998	3607	5003	82	76
Fall 1997	62	34	322	766	19	19	68	94	46	70	3114	4093	3631	5076	67	74
Fall 1998	56	40	317	838	18	22	67	76	61	46	3165	4328	3684	5350	62	92
Graduate																
Fall 1994	87	47	58	86	4	3	31	25	14	13	961	1293	1155	1467	3	0
Fall 1995	90	40	66	113	4	7	25	26	13	15	912	1296	1110	1497	5	2
Fall 1996	86	47	55	105	5	5	29	27	16	11	859	1296	1050	1491	5	6
Fall 1997	102	53	51	110	5	5	18	24	11	10	790	1321	977	1523	6	5
Fall 1998	119	70	50	114	8	4	31	24	14	7	751	1284	973	1503	8	6

NOTES Fall term population reflects 10th Day headcounts.
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and undeclared graduate students.
 Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and undeclared and undeclared undergraduate students.

Table 1.B

Southern Illinois University Edwardsville

Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers

By Racial/Ethnic Category, Gender and Disability Status

Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FIRST-TIME FRESHMEN																
Regular Admission																
Fall 1994	5	1	4	21	0	0	2	0	1	5	148	159	160	186	1	0
Fall 1995	5	3	17	41	0	2	1	0	1	4	138	198	162	248	0	0
Fall 1996	0	2	18	39	2	1	4	2	3	8	264	400	291	452	4	2
Fall 1997	6	2	15	35	1	3	4	7	3	2	283	412	312	461	2	2
Fall 1998	2	2	15	39	2	0	4	5	9	6	302	413	334	465	5	6
Special Admission																
Fall 1994	0	0	72	99	3	0	4	6	0	3	241	274	320	382	6	4
Fall 1995	0	0	32	122	3	1	9	8	8	2	245	307	297	440	9	5
Fall 1996	1	0	30	114	0	0	5	6	6	8	143	218	185	346	8	6
Fall 1997	0	0	35	100	3	0	2	4	2	1	150	199	192	304	4	3
Fall 1998	0	0	37	152	1	2	4	4	5	3	194	252	241	413	6	7
NEW UNDERGRADUATE TRANSFERS																
Regular Admission																
Fall 1994	15	2	37	80	3	3	15	15	5	8	388	525	463	633	15	14
Fall 1995	18	10	49	75	6	2	9	15	3	8	382	550	467	660	9	9
Fall 1996	12	6	34	74	3	5	4	13	9	9	415	552	477	659	4	7
Fall 1997	7	9	33	57	3	0	8	18	11	6	369	526	431	616	5	10
Fall 1998	7	10	35	86	1	3	6	6	7	9	396	576	452	690	1	12
Special Admission																
Fall 1994	0	0	8	11	1	0	0	0	0	1	18	32	27	44	0	0
Fall 1995	0	0	3	15	0	1	0	2	1	0	27	16	31	34	0	1
Fall 1996	0	0	1	9	0	0	0	0	1	0	17	11	19	20	3	1
Fall 1997	0	0	3	4	0	0	0	0	0	1	14	21	17	26	0	1
Fall 1998	0	0	2	6	0	0	0	1	0	1	21	16	23	24	0	1

NOTES: . Fall term population reflects 10th Day headcounts.

. First-Time Freshmen and New Undergraduate Transfers include Summer and Fall matriculants.

. Beginning in Fall 1990, the high school course pattern requirement was added to admissions criteria. Students not meeting this requirement at the time of admission are classified as special admits.

Table 2.A
Southern Illinois University Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
	Men	Women	Non-Hispanic	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1995	2.41	2.72	2.10	2.18	2.08	2.50	2.20	2.61	2.56	2.61	2.53	2.71	2.46	2.60	2.49	2.62
Fall 1996	2.38	3.10	2.14	2.16	2.37	2.69	2.21	2.66	2.42	2.76	2.52	2.72	2.47	2.61	2.61	2.60
Fall 1997	2.47	3.17	2.23	2.28	2.45	3.17	2.67	2.88	2.61	2.64	2.58	2.78	2.54	2.70	2.38	2.57
Fall 1998	2.76	3.36	2.17	2.24	2.46	3.29	2.67	2.61	2.39	2.85	2.59	2.8	2.55	2.70	2.45	2.54
Graduate																
Fall 1995	3.53	3.55	3.16	3.08	N/A	N/A	3.16	3.60	D/W	3.86	3.62	3.66	3.56	3.60	3.24	D/W
Fall 1996	3.62	3.54	3.28	3.20	N/A	D/W	3.47	3.48	3.76	D/W	3.51	3.67	3.49	3.62	3.38	D/W
Fall 1997	3.54	3.55	3.47	3.03	D/W	D/W	D/W	3.54	3.84	D/W	3.51	3.66	3.51	3.58	1.89	D/W
Fall 1998	3.31	3.45	3.42	3.18	D/W	D/W	D/W	D/W	D/W	D/W	3.63	3.66	3.58	3.58	3.2	3.47
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1994	2.99	3.33	2.44	2.50	D/W	2.50	2.55	2.59	D/W	D/W	2.77	2.95	2.75	2.89	2.94	D/W
Fall 1995	2.87	2.89	2.19	2.32	D/W	D/W	2.25	2.61	2.52	D/W	2.68	2.91	2.64	2.81	2.54	D/W
Fall 1996	2.93	2.99	2.27	2.44	D/W	D/W	2.61	2.49	D/W	2.09	2.65	2.93	2.64	2.85	2.71	2.95
Fall 1997	2.94	2.75	2.39	2.53	2.90	3.18	2.57	2.63	2.67	2.84	2.68	2.89	2.67	2.84	2.59	D/W
Fall 1998	2.79	3.11	2.33	2.39	2.32	D/W	2.48	2.71	2.57	2.87	2.71	2.87	2.68	2.81	2.64	2.85
Graduate																
Fall 1994	3.35	3.37	3.24	2.59	N/A	N/A	2.98	3.09	3.01	N/A	3.34	3.40	3.32	3.34	N/A	N/A
Fall 1995	3.21	3.38	3.08	3.16	N/A	N/A	D/W	3.17	D/W	N/A	3.28	3.41	3.27	3.39	N/A	N/A
Fall 1996	3.31	3.44	3.04	3.13	N/A	N/A	3.18	3.32	D/W	N/A	3.35	3.39	3.33	3.38	N/A	N/A
Fall 1997	3.30	3.16	2.90	3.20	D/W	N/A	D/W	3.34	D/W	N/A	3.36	3.39	3.34	3.38	N/A	N/A
Fall 1998	3.32	3.43	2.97	3.20	D/W	N/A	D/W	2.45	N/A	N/A	3.38	3.48	3.36	3.42	D/W	N/A
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1994	N/A	D/W	2.39	2.68	D/W	D/W	2.84	N/A	2.89	3.18	2.92	3.15	2.88	3.10	2.87	2.97
Fall 1995	D/W	D/W	2.65	2.75	D/W	2.97	2.92	D/W	2.78	3.40	2.87	3.21	2.86	3.18	2.78	3.10
Fall 1996	N/A	D/W	2.63	2.67	D/W	3.15	D/W	3.03	2.89	3.17	2.92	3.19	2.87	3.15	2.64	3.16
Fall 1997	D/W	N/A	2.89	2.72	D/W	D/W	3.34	2.79	D/W	3.16	2.91	3.22	2.93	3.18	D/W	3.39
Fall 1998	D/W	N/A	2.72	2.77	D/W	D/W	D/W	3.15	3.27	3.24	2.98	3.22	2.97	3.18	D/W	3.27
Graduate																
Fall 1994	3.91	3.86	D/W	3.65	D/W	D/W	N/A	D/W	2.97	D/W	3.81	3.88	3.76	3.87	N/A	N/A
Fall 1995	3.78	3.87	3.28	3.64	D/W	3.94	N/A	D/W	3.68	3.94	3.79	3.89	3.78	3.87	D/W	N/A
Fall 1996	2.67	3.95	3.00	3.59	D/W	D/W	D/W	3.70	3.88	3.91	3.78	3.88	3.74	3.86	N/A	D/W
Fall 1997	3.76	3.97	3.47	3.68	N/A	N/A	D/W	3.87	3.61	3.96	3.78	3.87	3.75	3.86	N/A	3.61
Fall 1998	3.79	D/W	3.58	3.58	D/W	N/A	D/W	D/W	3.73	D/W	3.72	3.88	3.72	3.87	N/A	D/W

NOTES All cumulative grade point averages are on a four-point scale N/A indicates data are not applicable, D/W indicates data withheld in categories with fewer than 3 students
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Table 2.A
Southern Illinois University Edwardsville
 Cumulative Grade Point Average of Students by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1994	2.74	D/W	2.36	2.15	D/W	N/A	2.40	N/A	2.61	N/A	2.68	2.85	2.65	2.76	2.30	2.58
Fall 1995	2.67	N/A	2.32	2.43	D/W	N/A	2.36	3.42	2.52	D/W	2.70	2.81	2.66	2.79	2.95	N/A
Fall 1996	2.65	N/A	2.49	2.22	N/A	D/W	2.76	2.67	2.34	D/W	2.77	2.89	2.74	2.77	3.04	D/W
Fall 1997	2.54	N/A	2.39	2.10	D/W	N/A	2.98	2.80	2.59	D/W	2.78	2.92	2.75	2.83	2.83	D/W
Fall 1998	2.75	D/W	2.49	2.60	D/W	N/A	3.06	2.69	2.67	D/W	2.73	2.96	2.73	2.89	2.97	D/W
Graduate																
Fall 1994	3.36	3.72	3.56	N/A	N/A	N/A	3.48	D/W	N/A	N/A	3.45	3.90	3.42	3.77	N/A	N/A
Fall 1995	3.51	3.57	3.37	D/W	N/A	N/A	3.12	3.03	N/A	N/A	3.42	3.65	3.43	3.55	N/A	N/A
Fall 1996	3.40	3.49	3.43	D/W	N/A	N/A	3.48	3.22	N/A	N/A	3.52	3.44	3.46	3.44	N/A	N/A
Fall 1997	3.28	3.28	3.04	D/W	N/A	N/A	3.64	D/W	N/A	N/A	3.37	3.80	3.34	3.48	N/A	N/A
Fall 1998	3.29	3.37	D/W	D/W	N/A	N/A	3.26	3.69	D/W	N/A	3.38	3.69	3.34	3.45	D/W	N/A
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1994	D/W	3.13	2.45	2.65	D/W	N/A	2.28	3.03	D/W	3.55	2.78	3.17	2.73	3.10	2.77	3.11
Graduate																
Fall 1994	3.74	3.69	D/W	D/W	D/W	N/A	N/A	D/W	N/A	D/W	3.81	3.76	3.79	3.75	D/W	N/A
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1994	N/A	N/A	2.30	2.68	N/A	N/A	N/A	D/W	D/W	N/A	3.03	3.21	2.93	3.12	N/A	D/W
Graduate																
Fall 1994	D/W	3.53	N/A	D/W	N/A	N/A	N/A	D/W	N/A	D/W	3.58	3.55	3.59	3.49	N/A	N/A

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 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men		Non-Hispanic		Alaska Native		Pacific Islander		Men		Non-Hispanic		Men		Men	
	Women		Women		Women		Women		Women		Women		Women		Women	
SCHOOL OF NURSING:																
Undergraduate																
Fall 1994	D/W	N/A	D/W	2.78	N/A	3.52	D/W	3.20	D/W	3.06	3.08	3.20	3.06	3.16	D/W	D/W
Fall 1995	N/A	N/A	D/W	2.74	D/W	3.41	D/W	3.37	D/W	3.10	3.10	3.14	3.11	3.11	N/A	N/A
Fall 1996	N/A	N/A	N/A	2.72	D/W	3.23	D/W	2.87	D/W	3.06	2.95	3.15	2.95	3.09	N/A	N/A
Fall 1997	N/A	D/W	D/W	2.79	N/A	D/W	2.94	2.59	D/W	3.03	2.97	3.13	2.97	3.06	N/A	D/W
Fall 1998	N/A	N/A	D/W	2.88	D/W	D/W	2.81	2.67	D/W	3.00	3.02	3.16	3.02	3.09	N/A	N/A
Graduate																
Fall 1994	N/A	N/A	N/A	3.39	N/A	N/A	N/A	N/A	N/A	D/W	3.82	3.73	3.82	3.70	N/A	N/A
Fall 1995	N/A	N/A	N/A	3.39	N/A	D/W	N/A	N/A	N/A	D/W	3.64	3.68	3.64	3.66	N/A	N/A
Fall 1996	N/A	N/A	D/W	3.51	N/A	D/W	N/A	3.72	N/A	D/W	3.61	3.69	3.60	3.68	N/A	D/W
Fall 1997	N/A	N/A	D/W	3.30	N/A	N/A	N/A	3.72	N/A	D/W	3.66	3.74	3.64	3.72	N/A	N/A
Fall 1998	N/A	N/A	N/A	2.85	N/A	N/A	N/A	3.77	N/A	D/W	3.75	3.63	3.75	3.57	N/A	N/A
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1994	2.57	D/W	2.53	2.70	N/A	N/A	2.71	2.23	2.30	2.67	2.75	2.92	2.72	2.86	2.78	D/W
Graduate																
Fall 1994	3.39	3.46	3.38	3.18	N/A	D/W	3.30	3.39	N/A	3.68	3.53	3.59	3.50	3.54	N/A	N/A
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1994	D/W	N/A	2.35	2.39	D/W	D/W	N/A	3.01	D/W	N/A	2.85	2.94	2.81	2.80	2.73	2.81
Graduate																
Fall 1994	3.66	3.65	3.22	3.40	N/A	N/A	D/W	N/A	D/W	N/A	3.52	3.60	3.47	3.57	D/W	N/A

NOTES All cumulative grade point averages are on a four-point scale N/A indicates data are not applicable, D/W indicates data withheld in categories with fewer than 3 students
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students
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 Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences It also includes
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Table 2.A
Southern Illinois University Edwardsville
 Cumulative Grade Point Average of Students by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./		Asian/		Hispanic		White		TOTAL		Disabled Students	
	Men Women		Non-Hispanic		Alaska Native		Pacific Islander		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Undergraduate																
Fall 1994	2.39	2.76	1.93	1.96	2.99	2.36	2.38	2.46	2.07	2.50	2.36	2.56	2.29	2.43	2.50	2.68
Graduate																
Fall 1994	DW	N/A	2.77	3.32	N/A	DW	DW	3.36	2.00	4.00	3.55	3.79	3.43	3.75	DW	N/A
Fall 1995	DW	N/A	2.86	2.92	N/A	3.50	2.49	3.86	2.75	D/W	3.37	3.69	3.31	3.63	N/A	N/A
Fall 1996	DW	N/A	3.00	3.18	DW	DW	DW	3.60	3.00	D/W	3.60	3.76	3.50	3.72	DW	DW
Fall 1997	DW	D/W	2.48	3.34	N/A	N/A	DW	DW	D/W	4.00	3.40	3.77	3.32	3.75	DW	N/A
Fall 1998	N/A	D/W	3.23	3.35	N/A	N/A	3.56	DW	D/W	D/W	3.55	3.78	3.52	3.75	DW	N/A
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1994	N/A	N/A	N/A	2.48	N/A	N/A	N/A	N/A	N/A	N/A	2.69	3.16	2.69	3.01	DW	N/A

SIUE SUMMARY:

Undergraduate																
Fall 1994	2.59	2.95	2.09	2.20	2.89	2.62	2.47	2.63	2.34	2.71	2.58	2.83	2.52	2.71	2.65	2.81
Fall 1995	2.57	2.79	2.15	2.25	2.31	2.76	2.32	2.74	2.58	2.80	2.60	2.85	2.54	2.74	2.58	2.77
Fall 1996	2.63	3.06	2.22	2.25	2.41	2.89	2.48	2.68	2.44	2.80	2.60	2.86	2.56	2.76	2.67	2.75
Fall 1997	2.64	3.09	2.31	2.36	2.66	3.14	2.75	2.81	2.68	2.78	2.65	2.89	2.62	2.81	2.44	2.69
Fall 1998	2.77	3.28	2.25	2.34	2.61	3.24	2.74	2.68	2.54	2.91	2.65	2.90	2.62	2.81	2.50	2.70
Graduate																
Fall 1994	3.40	3.54	3.18	3.34	3.68	3.40	3.08	3.39	2.70	3.74	3.51	3.74	3.46	3.70	3.50	N/A
Fall 1995	3.46	3.55	3.13	3.24	3.82	3.60	3.03	3.46	2.90	3.79	3.49	3.73	3.46	3.69	3.43	D/W
Fall 1996	3.39	3.53	3.24	3.34	1.93	3.26	3.10	3.47	3.52	3.89	3.54	3.75	3.50	3.71	3.43	3.28
Fall 1997	3.37	3.40	3.19	3.35	D/W	D/W	3.42	3.62	3.65	3.97	3.52	3.76	3.48	3.72	1.89	3.45
Fall 1998	3.32	3.43	3.37	3.26	3.74	DW	3.38	3.38	3.70	3.72	3.56	3.76	3.51	3.70	3.37	3.67

NOTES: All cumulative grade point averages are on a four-point scale. N/A indicates data are not applicable; DW indicates data withheld in categories with fewer than 3 students

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students

Graduates include masters, specialist, doctoral and unclassified graduate students.

Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 2.B

Southern Illinois University Edwardsville

Percent of Students in Good Standing by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School

Fall Terms 1994 - 1998

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
Fall 1995	83%	82%	65%	72%	65%	80%	73%	82%	86%	92%	80%	85%	78%	82%	81%	84%
Fall 1996	64%	92%	69%	69%	77%	100%	72%	83%	70%	94%	80%	85%	79%	82%	79%	89%
Fall 1997	67%	96%	76%	75%	75%	100%	86%	92%	78%	79%	83%	88%	82%	86%	77%	85%
Fall 1998	84%	97%	70%	72%	73%	100%	87%	83%	71%	86%	83%	88%	82%	85%	81%	87%
Graduate																
Fall 1995	95%	90%	80%	76%	N/A	N/A	100%	100%	D/W	100%	96%	97%	94%	94%	75%	D/W
Fall 1996	100%	94%	85%	81%	N/A	D/W	100%	100%	100%	D/W	86%	96%	87%	94%	67%	D/W
Fall 1997	94%	88%	94%	74%	D/W	D/W	D/W	100%	100%	D/W	89%	97%	90%	94%	25%	D/W
Fall 1998	77%	85%	93%	78%	D/W	D/W	D/W	D/W	D/W	D/W	97%	96%	95%	93%	50%	100.00
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1994	100%	100%	95%	92%	D/W	100%	75%	80%	D/W	D/W	96%	97%	96%	96%	100%	D/W
Fall 1995	92%	100%	93%	87%	D/W	D/W	100%	88%	100%	D/W	94%	94%	94%	93%	91%	D/W
Fall 1996	90%	100%	82%	88%	D/W	D/W	100%	89%	D/W	75%	92%	94%	91%	93%	100%	75%
Fall 1997	84%	100%	87%	95%	100%	100%	100%	90%	86%	100%	92%	96%	92%	96%	100%	D/W
Fall 1998	100%	100%	86%	91%	100%	D/W	92%	100%	80%	88%	93%	97%	92%	96%	100%	100.00
Graduate																
Fall 1994	92%	79%	83%	33%	N/A	N/A	83%	50%	75%	N/A	90%	89%	90%	83%	N/A	N/A
Fall 1995	86%	100%	76%	80%	N/A	N/A	D/W	67%	D/W	N/A	86%	91%	85%	90%	N/A	N/A
Fall 1996	90%	93%	56%	71%	N/A	N/A	75%	100%	D/W	N/A	89%	94%	88%	93%	N/A	N/A
Fall 1997	94%	88%	60%	88%	D/W	N/A	D/W	100%	D/W	N/A	91%	92%	91%	92%	N/A	N/A
Fall 1998	90%	90%	75%	89%	D/W	N/A	N/A	75%	N/A	N/A	92%	95%	91%	93%	D/W	N/A
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1994	N/A	D/W	85%	94%	D/W	D/W	67%	N/A	100%	86%	95%	98%	94%	98%	100%	100%
Fall 1995	D/W	D/W	100%	96%	D/W	100%	100%	D/W	100%	100%	94%	97%	95%	97%	80%	100%
Fall 1996	N/A	D/W	95%	96%	D/W	75%	D/W	100%	100%	100%	95%	98%	95%	98%	75%	100%
Fall 1997	D/W	N/A	100%	98%	D/W	D/W	100%	100%	D/W	100%	97%	98%	97%	98%	D/W	100%
Fall 1998	D/W	N/A	95%	95%	D/W	D/W	D/W	100%	100%	100%	96%	98%	96%	98%	D/W	100%
Graduate																
Fall 1994	100%	100%	D/W	100%	D/W	D/W	N/A	D/W	67%	D/W	100%	100%	98%	100%	N/A	N/A
Fall 1995	100%	100%	100%	94%	D/W	100%	N/A	D/W	100%	100%	98%	100%	98%	99%	D/W	N/A
Fall 1996	67%	100%	100%	94%	D/W	D/W	D/W	100%	100%	100%	99%	100%	97%	99%	N/A	D/W
Fall 1997	75%	100%	100%	100%	N/A	N/A	D/W	100%	100%	100%	97%	99%	96%	99%	N/A	100%
Fall 1998	100%	D/W	100%	100%	D/W	N/A	D/W	D/W	100%	D/W	98%	99%	98%	99%	N/A	D/W

NOTES Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students

Graduates include masters, specialist, doctoral and unclassified graduate students.

N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students

Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 2.B
Southern Illinois University Edwardsville
 Percent of Students in Good Standing by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White		TOTAL		Disabled Students	
			Non-Hispanic		Alaska Native		Pacific Islander		Hispanic		Non-Hispanic					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1994	80%	D/W	66%	83%	D/W	N/A	62%	N/A	88%	N/A	89%	91%	86%	90%	83%	67%
Fall 1995	96%	N/A	76%	64%	D/W	N/A	65%	100%	100%	D/W	89%	86%	88%	85%	91%	N/A
Fall 1996	86%	N/A	82%	83%	N/A	D/W	94%	100%	67%	D/W	90%	90%	89%	90%	100%	D/W
Fall 1997	86%	N/A	76%	73%	D/W	N/A	100%	100%	78%	D/W	94%	96%	93%	94%	80%	D/W
Fall 1998	94%	D/W	91%	79%	D/W	N/A	100%	100%	100%	D/W	92%	95%	92%	93%	100%	D/W
Graduate																
Fall 1994	94%	100%	67%	N/A	N/A	N/A	100%	D/W	N/A	N/A	95%	100%	94%	100%	N/A	N/A
Fall 1995	96%	100%	89%	D/W	N/A	N/A	71%	67%	N/A	N/A	87%	100%	90%	95%	N/A	N/A
Fall 1996	92%	92%	100%	D/W	N/A	N/A	88%	67%	N/A	N/A	89%	100%	91%	92%	N/A	N/A
Fall 1997	80%	78%	67%	D/W	N/A	N/A	100%	D/W	N/A	N/A	89%	100%	85%	87%	N/A	N/A
Fall 1998	85%	88%	D/W	D/W	N/A	N/A	83%	100%	D/W	N/A	84%	100%	85%	89%	D/W	N/A
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1994	D/W	100%	83%	87%	D/W	N/A	100%	83%	D/W	100%	91%	96%	90%	94%	100%	90%
Graduate																
Fall 1994	100%	100%	D/W	D/W	D/W	N/A	N/A	D/W	N/A	D/W	100%	99%	100%	99%	D/W	N/A
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1994	N/A	N/A	80%	93%	N/A	N/A	N/A	D/W	D/W	N/A	98%	95%	94%	95%	N/A	D/W
Graduate																
Fall 1994	D/W	100%	N/A	D/W	N/A	N/A	N/A	D/W	N/A	D/W	90%	94%	91%	93%	N/A	N/A

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.
 N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.
 Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and undeclared undergraduate students.

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Southern Illinois University Edwardsville
 Percent of Students in Good Standing by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF NURSING:																
Undergraduate																
Fall 1994	D/W	N/A	D/W	100%	N/A	100%	D/W	100%	D/W	100%	98%	99%	98%	99%	D/W	D/W
Fall 1995	N/A	N/A	D/W	100%	D/W	100%	D/W	100%	D/W	100%	98%	97%	98%	98%	N/A	N/A
Fall 1996	N/A	N/A	N/A	100%	D/W	100%	100%	88%	D/W	100%	98%	99%	98%	99%	N/A	N/A
Fall 1997	N/A	D/W	D/W	97%	N/A	D/W	100%	100%	D/W	100%	96%	99%	96%	99%	N/A	D/W
Fall 1998	N/A	N/A	D/W	100%	D/W	D/W	100%	100%	D/W	100%	98%	99%	98%	99%	N/A	N/A
Graduate																
Fall 1994	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	D/W	100%	96%	100%	96%	N/A	N/A
Fall 1995	N/A	N/A	N/A	100%	N/A	D/W	N/A	N/A	N/A	D/W	90%	98%	90%	98%	N/A	N/A
Fall 1996	N/A	N/A	D/W	100%	N/A	D/W	N/A	100%	N/A	D/W	92%	97%	93%	97%	N/A	D/W
Fall 1997	N/A	N/A	D/W	80%	N/A	N/A	N/A	100%	N/A	D/W	100%	99%	100%	99%	N/A	N/A
Fall 1998	N/A	N/A	N/A	64%	N/A	N/A	N/A	100%	N/A	D/W	100%	94%	100%	94%	N/A	N/A
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1994	89%	D/W	90%	91%	N/A	N/A	100%	60%	80%	80%	90%	88%	90%	88%	100%	D/W
Graduate																
Fall 1994	93%	92%	89%	67%	N/A	D/W	80%	100%	N/A	100%	94%	94%	93%	94%	N/A	N/A
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1994	D/W	N/A	77%	94%	D/W	D/W	N/A	100%	D/W	N/A	95%	96%	94%	96%	100%	100%
Graduate																
Fall 1994	100%	100%	100%	79%	N/A	N/A	D/W	N/A	D/W	N/A	89%	92%	89%	90%	D/W	N/A

NOTES Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.
 N/A indicates data are not applicable. D/W indicates data withheld in categories with fewer than 3 students.
 Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 2.B
Southern Illinois University Edwardsville
 Percent of Students in Good Standing by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Terms 1994 - 1998

	Non-Resid. Alien	Black		American Ind./		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
		Non-Hispanic		Alaska Native		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women	Men Women
UNDECLARED/UNCLASSIFIED:															
Undergraduate															
Fall 1994	74% 100%	60% 62%	88% 71%	71% 73%	52% 85%	73% 80%	71% 76%	85% 89%							
Graduate															
Fall 1994	DW N/A	50% 77%	N/A DW	DW 100%	67% 100%	91% 97%	86% 96%	DW N/A							
Fall 1995	DW N/A	60% 63%	N/A 75%	67% 100%	67% DW	81% 93%	79% 91%	N/A N/A							
Fall 1996	DW N/A	100% 82%	DW DW	DW 100%	67% DW	96% 98%	92% 97%	DW DW							
Fall 1997	DW DW	50% 67%	N/A DW	DW DW	DW 100%	71% 94%	71% 92%	DW N/A							
Fall 1998	N/A DW	88% 82%	N/A N/A	100.00 DW	DW DW	92% 98%	92% 97%	DW N/A							
OTHER (BACH. OF LIBERAL STUDIES):															
Undergraduate Only															
Fall 1994	N/A N/A	N/A 25%	N/A N/A	N/A N/A	N/A N/A	100% 100%	100% 86%	DW N/A							
SIUE SUMMARY:															
Undergraduate															
Fall 1994	80% 100%	67% 73%	93% 89%	74% 79%	72% 88%	84% 88%	81% 86%	91% 89%							
Fall 1995	89% 87%	69% 76%	73% 89%	74% 86%	91% 95%	84% 89%	82% 86%	88% 88%							
Fall 1996	79% 94%	73% 74%	78% 87%	85% 86%	72% 95%	84% 89%	83% 87%	91% 91%							
Fall 1997	82% 97%	79% 80%	83% 100%	92% 94%	81% 87%	87% 91%	86% 90%	88% 88%							
Fall 1998	91% 95%	75% 77%	83% 100%	92% 90%	80% 89%	87% 92%	86% 89%	90% 90%							
Graduate															
Fall 1994	93% 91%	79% 81%	100% DW	76% 86%	70% 100%	93% 97%	91% 96%	N/A N/A							
Fall 1995	94% 95%	78% 80%	100% 88%	79% 85%	75% 100%	90% 96%	89% 95%	DW DW							
Fall 1996	92% 94%	83% 86%	33% 80%	73% 96%	92% 100%	92% 98%	91% 97%	100% 100%							
Fall 1997	86% 85%	81% 84%	DW 67%	91% 100%	100% 100%	90% 97%	89% 96%	20% 100%							
Fall 1998	85% 88%	91% 83%	100% DW	91% 93%	100% 100%	94% 98%	93% 96%	71% 100%							

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

N/A indicates data are not applicable; DW indicates data withheld in categories with fewer than 3 students.

Beginning July 1, 1995, the College of Arts & Sciences was created by combining the Schools of Fine Arts & Communications, Humanities, Sciences, and Social Sciences. It also includes Liberal Studies majors, and unclassified and undeclared undergraduate students.

Table 3.A

Southern Illinois University Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 July 1, 1993 - June 30, 1998

	Non-Resid. Alien		Non-Hispanic		Alaska Native		Pacific Islander		Hispanic		Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
COLLEGE OF ARTS AND SCIENCES:																
Undergraduate																
FY 1996	3	1	16	42	1	0	2	3	5	1	170	192	197	239	7	10
FY 1997	2	1	28	52	2	2	0	5	2	3	182	236	216	299	11	7
FY 1998	0	5	19	62	1	0	5	4	5	5	190	252	220	328	12	6
Graduate																
FY 1996	9	8	6	5	0	0	4	3	1	0	74	89	94	105	0	0
FY 1997	8	7	3	11	0	0	0	1	0	1	66	111	77	131	1	0
FY 1998	5	10	6	7	1	0	2	2	2	0	41	74	57	93	0	2
SCHOOL OF BUSINESS:																
Undergraduate																
FY 1994	5	0	10	15	1	1	0	0	0	1	132	121	148	138	0	0
FY 1995	5	1	9	21	0	1	1	1	0	1	118	116	133	141	1	0
FY 1996	5	4	9	18	1	1	2	0	2	0	109	97	128	120	3	0
FY 1997	7	6	7	14	0	0	0	2	1	1	70	97	85	120	4	0
FY 1998	7	1	7	20	1	1	1	4	0	2	97	105	113	133	2	1
Graduate																
FY 1994	12	5	11	1	0	0	0	1	1	0	90	36	114	43	0	0
FY 1995	12	5	7	4	0	0	1	0	0	0	85	32	105	41	0	0
FY 1996	9	5	10	1	0	0	1	0	1	0	70	39	91	45	0	0
FY 1997	6	4	2	1	0	0	0	3	0	0	59	40	67	48	0	0
FY 1998	11	9	2	2	1	0	2	1	1	0	48	39	65	51	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
FY 1994	0	0	0	1	1	0	2	0	0	1	20	11	23	13	0	0
FY 1995	0	0	0	1	1	0	2	0	1	1	31	10	35	12	0	0
FY 1996	0	0	0	0	0	0	2	0	0	0	20	4	22	4	0	0
FY 1997	0	0	1	2	1	0	3	2	2	1	27	9	34	14	0	0
FY 1998	0	0	1	1	0	0	1	1	0	0	35	13	37	15	0	0
Specialty Certificate																
FY 1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY 1995	0	0	0	0	0	0	1	0	0	0	1	2	2	2	0	0
FY 1996	0	0	0	0	0	0	0	0	0	0	2	1	2	1	0	0
FY 1997	0	0	2	0	0	0	1	0	0	0	0	1	3	1	0	0
FY 1998	0	0	0	1	0	0	0	0	0	0	1	2	1	3	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.A
Southern Illinois University Edwardsville
 Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 July 1, 1993 - June 30, 1998

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF EDUCATION:																
Undergraduate																
FY 1994	0	0	5	20	0	0	0	1	0	4	52	215	57	240	3	6
FY 1995	0	0	0	22	0	0	1	1	0	2	54	188	55	213	4	2
FY 1996	1	2	3	40	1	1	0	2	2	4	62	224	69	273	4	8
FY 1997	0	2	4	20	0	2	1	0	1	5	66	277	72	306	4	8
FY 1998	0	0	10	17	0	0	1	3	1	6	49	286	61	312	2	5
Graduate																
FY 1994	0	1	0	12	0	0	0	1	0	3	43	175	43	192	0	0
FY 1995	0	1	1	5	0	1	0	1	0	0	34	149	35	157	1	0
FY 1996	2	1	0	9	0	1	0	0	0	1	46	213	48	225	0	0
FY 1997	1	1	1	13	1	1	0	2	3	4	42	156	48	177	0	0
FY 1998	1	1	2	8	0	0	0	1	0	1	51	226	54	237	0	2
SCHOOL OF ENGINEERING:																
Undergraduate																
FY 1994	5	0	5	4	0	0	1	0	4	0	71	13	86	17	2	0
FY 1995	7	1	9	3	1	0	2	0	0	0	104	17	123	21	0	0
FY 1996	8	0	4	3	1	0	1	0	1	0	114	24	129	27	2	0
FY 1997	8	0	9	5	0	0	5	0	1	0	105	16	128	21	5	0
FY 1998	5	0	7	2	0	0	0	1	2	1	87	17	101	21	2	1
Graduate																
FY 1994	26	2	0	0	0	0	2	0	1	0	10	2	39	4	0	0
FY 1995	24	1	0	0	0	0	3	0	0	0	13	4	40	5	0	0
FY 1996	15	5	2	1	0	0	3	0	0	0	9	2	29	8	0	0
FY 1997	11	5	3	0	0	0	4	2	0	0	19	1	37	8	0	0
FY 1998	20	3	3	0	0	0	2	1	0	0	13	2	38	6	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
FY 1994	1	0	6	13	1	0	0	1	2	0	62	106	72	120	3	0
FY 1995	1	4	6	17	1	0	1	1	1	1	54	89	64	112	2	2
Graduate																
FY 1994	3	1	2	5	0	1	1	0	0	0	16	48	22	55	0	0
FY 1995	1	2	1	4	0	0	0	1	0	1	10	59	12	67	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.A

Southern Illinois University Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1993 - June 30, 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF HUMANITIES:																
Undergraduate																
FY 1994	1	0	0	3	0	1	0	0	1	0	13	19	15	23	0	0
FY 1995	0	0	1	2	0	0	0	0	0	0	11	24	12	26	0	0
Graduate																
FY 1994	1	0	0	0	0	0	0	0	0	0	8	9	9	9	0	0
FY 1995	2	0	0	0	0	0	0	0	0	1	4	6	6	7	1	0
SCHOOL OF NURSING:																
Undergraduate																
FY 1994	0	2	0	5	2	0	1	2	0	0	20	134	23	143	0	0
FY 1995	0	0	1	13	0	0	0	0	0	1	13	117	14	131	0	0
FY 1996	1	0	1	9	0	1	1	4	0	2	22	99	25	115	0	1
FY 1997	0	0	0	13	1	2	1	2	1	3	25	105	28	125	0	0
FY 1998	1	1	0	12	0	1	1	4	0	2	19	110	21	130	0	0
Graduate																
FY 1994	0	0	0	6	0	0	0	1	0	0	1	23	1	30	0	0
FY 1995	0	0	0	1	0	0	0	1	0	0	2	44	2	46	0	0
FY 1996	0	0	0	5	0	0	0	0	0	0	2	40	2	45	0	0
FY 1997	0	0	0	0	0	0	0	0	0	2	4	29	4	31	0	1
FY 1998	0	0	0	1	0	0	0	1	0	1	6	39	6	42	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
FY 1994	3	0	3	3	0	0	1	2	0	1	56	52	63	58	2	1
FY 1995	0	1	6	5	0	0	1	0	2	1	58	66	67	73	1	0
Graduate																
FY 1994	10	1	1	0	0	0	1	2	0	0	28	15	40	18	1	0
FY 1995	3	7	1	1	0	0	0	1	0	0	32	14	36	23	0	1

NOTES: . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.A
Southern Illinois University Edwardsville
 Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 July 1, 1993 - June 30, 1998

	Non-Resid. Alien		Black		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
FY 1994	0	0	7	7	0	1	1	0	2	0	61	64	71	72	4	2
FY 1995	0	1	5	19	1	1	0	2	0	0	73	66	79	89	3	4
Graduate																
FY 1994	1	3	1	6	0	0	0	0	0	0	31	22	33	31	0	1
FY 1995	1	2	3	4	0	0	0	0	0	0	22	18	26	24	0	0
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
FY 1994	0	0	1	6	0	0	0	0	0	0	2	7	3	13	0	0
FY 1995	0	0	0	1	0	0	0	1	0	0	9	5	9	7	1	0
SIUE SUMMARY:																
Undergraduate																
FY 1994	15	2	37	76	4	3	4	6	9	6	469	731	538	824	14	9
FY 1995	13	8	37	103	3	2	6	6	3	6	494	688	556	813	12	8
FY 1996	18	7	33	112	4	3	6	9	10	7	477	636	548	774	16	19
FY 1997	17	9	48	104	3	6	7	9	6	12	448	731	529	871	24	15
FY 1998	13	7	43	113	2	2	8	16	8	16	442	770	516	924	18	13
Graduate																
FY 1994	53	13	15	31	1	1	6	5	2	4	247	341	324	395	1	1
FY 1995	43	18	13	20	1	1	7	4	1	3	234	338	299	384	2	1
FY 1996	35	19	18	21	0	1	10	3	2	1	223	388	288	433	0	0
FY 1997	26	17	12	27	2	1	8	10	5	8	217	347	270	410	1	1
FY 1998	37	23	14	20	2	0	7	7	3	2	195	395	258	447	0	4

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.B

Southern Illinois University Edwardsville

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Black, Non-Hispanic Males

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991		0	0	3	7	11	13	13
	Graduated By:	44	31	21	17	11	3	3
	Still Enrolled in:	44	31	24	24	22	16	16
	Sum	29	42	49	49	51	57	57
	Non-persisters							
1992		0	0	1	6	10	10	
	Graduated By:	49	29	18	8	7	3	
	Still Enrolled in:	49	29	19	14	17	13	
	Sum	20	40	50	55	52	56	
	Non-persisters							
1993		0	0	1	5	5		
	Graduated By:	31	23	14	11	6		
	Still Enrolled in:	31	23	15	16	11		
	Sum	25	33	41	40	45		
	Non-persisters							
1994		0	0	1	1			
	Graduated By:	34	26	14	13			
	Still Enrolled in:	34	26	15	14			
	Sum	39	47	58	59			
	Non-persisters							
1995		0	0	0	0			
	Graduated By:	26	15	16	16			
	Still Enrolled in:	26	15	16	16			
	Sum	20	31	30				
	Non-persisters							
1996		0	0					
	Graduated By:	29	17					
	Still Enrolled in:	29	17					
	Sum	14	26					
	Non-persisters							
1997		0						
	Graduated By:	33						
	Still Enrolled in:	33						
	Sum	17						
	Non-persisters							

Graduation information is not available until the end of the year;
therefore, data in italics are provisional and will shift as graduation
information through Summer 1999 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
Southern Illinois University Edwardsville
 Students Who Entered the University as New Freshmen
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

		Black, Non-Hispanic Females								
Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1991	131	Graduated By:	0	0	1	11	18	23	23	
		Still Enrolled in:	79	55	35	20	9	4	2	
		Sum	79	55	36	31	27	27	25	
		Non-persisters	52	76	95	100	104	104	106	
1992	134	Graduated By:	0	0	8	24	35	35	35	
		Still Enrolled in:	88	62	46	24	11	7	7	
		Sum	88	62	54	48	46	42	42	
		Non-persisters	46	72	80	86	88	88	92	
1993	116	Graduated By:	0	1	2	18	18	18	18	
		Still Enrolled in:	64	45	35	14	11	11	11	
		Sum	64	46	37	32	29	29	29	
		Non-persisters	52	70	79	84	84	87	87	
1994	116	Graduated By:	0	0	4	4	4	4	4	
		Still Enrolled in:	56	34	23	22	22	22	22	
		Sum	56	34	27	26	26	26	26	
		Non-persisters	60	82	89	90	90	90	90	
1995	151	Graduated By:	0	0	0	0	0	0	0	0
		Still Enrolled in:	91	71	61	61	61	61	61	61
		Sum	91	71	61	61	61	61	61	61
		Non-persisters	60	80	90	90	90	90	90	
1996	148	Graduated By:	0	0	0	0	0	0	0	0
		Still Enrolled in:	101	75	75	75	75	75	75	75
		Sum	101	75	75	75	75	75	75	75
		Non-persisters	47	73	73	73	73	73	73	
1997	128	Graduated By:	0	0	0	0	0	0	0	0
		Still Enrolled in:	90	90	90	90	90	90	90	90
		Sum	90	90	90	90	90	90	90	90
		Non-persisters	38	38	38	38	38	38	38	

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 1999 is added.

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 therefore, data in italics are provisional and will shift as graduation
 information through Summer 1999 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).
 Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.
 Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

Southern Illinois University Edwardsville
 Students Who Entered the University as New Freshmen
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Hispanic Males

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991	4	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	3	2	0	0	0	0
		Sum	3	2	0	0	0	0
		Non-persisters	1	2	4	4	4	4
1992	3	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	0	0	1	1	1	1
		Sum	0	0	1	1	1	1
		Non-persisters	3	3	2	3	2	2
1993	8	Graduated By:	0	0	1	2	2	2
		Still Enrolled in:	6	2	1	0	0	0
		Sum	6	2	2	2	2	2
		Non-persisters	2	6	6	6	6	6
1994	1	Graduated By:	0	0	0	1	1	1
		Still Enrolled in:	1	1	1	0	0	0
		Sum	1	1	1	1	1	1
		Non-persisters	0	0	0	0	0	0
1995	9	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	5	4	5	5	5	5
		Sum	5	4	5	5	5	5
		Non-persisters	4	5	4	4	4	4
1996	8	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	3	3	3	3	3	3
		Sum	3	3	3	3	3	3
		Non-persisters	5	5	5	5	5	5
1997	3	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	3	3	3	3	3	3
		Sum	3	3	3	3	3	3
		Non-persisters,	0	0	0	0	0	0

*Graduation information is not available until the end of the year;
 therefore, data in italics are provisional and will shift as graduation
 information through Summer 1999 is added.*

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).
 Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.
 Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
Southern Illinois University Edwardsville
 Students Who Entered the University as New Freshmen
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
 Hispanic Females

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991		Graduated By:	0	2	3	3	3	3
		Still Enrolled in:	5	3	2	1	1	0
	5	Sum	5	5	5	4	4	3
1992		Non-persisters	0	0	0	1	1	2
		Graduated By:	0	0	2	2	2	
		Still Enrolled in:	5	3	1	2	2	
1993		Sum	5	3	3	4	4	
	6	Non-persisters	1	3	3	2	2	
		Graduated By:	0	0	1	1	1	
1994		Still Enrolled in:	2	1	2	1	1	
		Sum	2	1	2	2	2	
	3	Non-persisters	1	2	1	0	1	
1995		Graduated By:	0	0	3	3		
		Still Enrolled in:	6	5	2	2		
	8	Sum	6	5	5	5		
1996		Non-persisters	2	3	3	3		
		Graduated By:	0	0	0			
		Still Enrolled in:	5	3	3			
1997		Sum	5	3	3			
		Non-persisters	1	3	3			
	15	Graduated By:	0	0	0			
1998		Still Enrolled in:	11	5	5			
		Sum	11	5	5			
		Non-persisters	4	10				
1999		Graduated By:	0					
		Still Enrolled in:	1					
	3	Sum	1					
2000		Non-persisters	2					
		Graduated By:	0					
		Still Enrolled in:	0					
		Sum	0					
		Non-persisters	0					

Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 1999 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).
 Italicized number show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.
 Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B

Southern Illinois University Edwardsville
 Students Who Entered the University as New Freshmen
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Entering Fall Term	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991	332	Graduated By:	0	1	27	75	93	103	103
		Still Enrolled in:	224	171	122	68	37	22	22
		Sum	224	172	149	143	130	125	125
		Non-persisters	108	160	183	189	202	207	207
		Graduated By:	0	1	31	84	124	124	124
		Still Enrolled in:	238	190	143	83	36	31	31
1992	335	Sum	238	191	174	167	160	155	155
		Non-persisters	97	144	161	168	175	180	180
		Graduated By:	0	2	36	76	76	76	76
		Still Enrolled in:	200	146	107	54	44	44	44
		Sum	200	148	143	130	120	120	120
		Non-persisters	125	177	182	195	205	205	205
1993	325	Graduated By:	0	1	41	41	41	41	41
		Still Enrolled in:	266	198	148	132	132	132	132
		Sum	266	199	189	173	173	173	173
		Non-persisters	123	190	200	216	216	216	216
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	266	212	182	182	182	182	182
1994	389	Sum	266	212	182	182	182	182	182
		Non-persisters	120	174	204	204	204	204	204
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	266	212	182	182	182	182	182
		Sum	266	212	182	182	182	182	182
		Non-persisters	120	174	204	204	204	204	204
1995	386	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	266	212	182	182	182	182	182
		Sum	266	212	182	182	182	182	182
		Non-persisters	120	174	204	204	204	204	204
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	266	212	182	182	182	182	182
1996	384	Sum	266	212	182	182	182	182	182
		Non-persisters	120	174	204	204	204	204	204
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	266	212	182	182	182	182	182
		Sum	266	212	182	182	182	182	182
		Non-persisters	120	174	204	204	204	204	204
1997	432	Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	316	211	182	182	182	182	182
		Sum	316	211	182	182	182	182	182
		Non-persisters	116	173	204	216	216	216	216
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	316	211	182	182	182	182	182
		Sum	316	211	182	182	182	182	182
		Non-persisters	116	173	204	216	216	216	216
		Graduated By:	0	0	0	0	0	0	0
		Still Enrolled in:	316	211	182	182	182	182	182
		Sum	316	211	182	182	182	182	182
		Non-persisters	116	173	204	216	216	216	216

Graduation information is not available until the end of the year;
therefore, data in italics are provisional and will shift as graduation
information through Summer 1999 is added.

Table 3.B
Southern Illinois University Edwardsville
 Students Who Entered the University as New Freshmen
 Graduated, Still Enrolled, or Non-Persisting by Year of Attendance
 All Other Females

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991	403	Graduated By:						
		Still Enrolled in:	0	3	74	133	153	169
		Sum	298	233	138	66	39	23
1992	418	Non-persisters	298	236	212	199	192	192
			105	167	191	204	211	211
		Graduated By:	0	2	60	128	154	154
1993	404	Still Enrolled in:	304	229	133	53	21	24
		Sum	304	231	193	181	175	178
		Non-persisters	114	187	225	237	243	240
1994	411	Graduated By:	0	7	73	137	137	137
		Still Enrolled in:	272	212	125	52	49	49
		Sum	272	219	198	189	186	186
1995	487	Non-persisters	132	185	206	215	218	218
		Graduated By:	0	2	67	67	67	67
		Still Enrolled in:	283	230	158	151	151	151
1996	578	Sum	283	232	225	218	218	218
		Non-persisters	128	179	186	193	193	193
		Graduated By:	0	3	3	3	3	3
1997	603	Still Enrolled in:	364	298	285	285	285	285
		Sum	364	301	288	288	288	288
		Non-persisters	123	186	199	199	199	199
1998	578	Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	422	339	339	339	339	339
		Sum	422	339	339	339	339	339
1999	603	Non-persisters	156	239	239	239	239	239
		Graduated By:	0	0	0	0	0	0
		Still Enrolled in:	454	454	454	454	454	454
		Sum	454	454	454	454	454	454
		Non-persisters	149	149	149	149	149	149

Graduation information is not available until the end of the year;
 therefore, data in italics are provisional and will shift as graduation
 information through Summer 1999 is added.

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)
 Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).
 Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.
 Sum' indicates the number of students graduated by or still enrolled during the designated year.
 All Other Females' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

Students Who Entered the University as New Freshmen
Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

All Student Summary

Entering Fall Term	N	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1991	948	Graduated By:						
		Still Enrolled in:	0	4	107	229	278	311
		Sum	653	497	319	173	97	50
1992	965	Non-persists	653	501	426	402	375	361
			295	447	522	546	573	587
		Graduated By:	0	3	100	244	325	325
1993	912	Still Enrolled in:	684	513	344	170	77	68
		Sum	684	516	444	414	402	393
		Non-persists	281	449	521	551	563	572
1994	998	Graduated By:	0	10	113	239	239	
		Still Enrolled in:	575	429	284	133	111	
		Sum	575	439	397	372	350	
1995	1085	Non-persists	337	473	515	540	562	
		Graduated By:	0	3	116	117		
		Still Enrolled in:	646	494	346	320		
1996	1176	Sum	646	497	462	437		
		Non-persists	352	501	536	561		
		Graduated By:	0	3	3			
1997	1219	Still Enrolled in:	757	603	552			
		Sum	757	606	555			
		Non-persists	328	479	530			
1998	1219	Graduated By:	0	0				
		Still Enrolled in:	826	650				
		Sum	826	650				
1999	1219	Non-persists	350	526				
		Graduated By:	0					
		Still Enrolled in:	897					
2000	1219	Sum	897					
		Non-persists	322					

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Southern Illinois University at Edwardsville

Fall Term	N	Graduated, Still Enrolled, or Non-Persisting by Year of Attendance							
		All Student Summary							
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1991	Graduated By:	0.0%	0.4%	11.3%	24.2%	29.3%	32.8%	32.8%	
	Still Enrolled in:	68.9%	52.4%	33.6%	18.2%	10.2%	5.6%	5.3%	
	Sum	68.9%	52.8%	44.9%	42.4%	39.6%	38.4%	38.1%	
1992	Non-persisters	31.1%	47.2%	55.1%	57.6%	60.4%	61.6%	61.9%	
	Graduated By:	0.0%	0.3%	10.4%	25.3%	33.7%	33.7%	33.7%	
	Still Enrolled in:	70.9%	53.2%	35.6%	17.6%	8.0%	7.0%	7.0%	
1993	Sum	70.9%	53.5%	46.0%	42.9%	41.7%	40.7%	40.7%	
	Non-persisters	29.1%	46.5%	54.0%	57.1%	58.3%	59.3%	59.3%	
1994	Graduated By:	0.0%	1.1%	12.4%	26.2%	26.2%	26.2%	26.2%	
	Still Enrolled in:	63.0%	47.0%	31.1%	14.6%	12.2%	12.2%	12.2%	
	Sum	63.0%	48.1%	43.5%	40.8%	38.4%	38.4%	38.4%	
1995	Non-persisters	37.0%	51.9%	56.5%	59.2%	61.6%	61.6%	61.6%	
	Graduated By:	0.0%	0.3%	11.6%	11.7%	11.7%	11.7%	11.7%	
	Still Enrolled in:	64.7%	49.5%	34.7%	32.1%	32.1%	32.1%	32.1%	
1996	Sum	64.7%	49.8%	46.3%	43.8%	43.8%	43.8%	43.8%	
	Non-persisters	35.3%	50.2%	53.7%	56.2%	56.2%	56.2%	56.2%	
1997	Graduated By:	0.0%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	
	Still Enrolled in:	69.8%	55.6%	50.9%	50.9%	50.9%	50.9%	50.9%	
	Sum	69.8%	55.9%	51.2%	51.2%	51.2%	51.2%	51.2%	
1998	Non-persisters	30.2%	44.1%	48.8%	48.8%	48.8%	48.8%	48.8%	
	Graduated By:	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Still Enrolled in:	70.2%	55.3%	55.3%	55.3%	55.3%	55.3%	55.3%	
1999	Sum	70.2%	55.3%	55.3%	55.3%	55.3%	55.3%	55.3%	
	Non-persisters	29.8%	44.7%	44.7%	44.7%	44.7%	44.7%	44.7%	
2000	Graduated By:	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Still Enrolled in:	73.6%	73.6%	73.6%	73.6%	73.6%	73.6%	73.6%	
	Sum	73.6%	73.6%	73.6%	73.6%	73.6%	73.6%	73.6%	
2001	Non-persisters	26.4%	26.4%	26.4%	26.4%	26.4%	26.4%	26.4%	

NOTES: N' indicates the number of first-time, full-time, degree seeking freshmen in the designated ethnic/gender category who matriculated in the summer or fall term and were enrolled in the fall term. (IPEDS GRS COHORTS)

Enrollment in a year is determined at the fall census point; graduation is based on the fall through the next summer. (IPEDS GRS Definition).

Italicized numbers show Fall 1998 enrollment; but Graduation numbers for that period are not available until the end of the year.

Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 4.A
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		Men Women		Previous Year		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women Total	
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:																	
Fall 1994	0	1	6	9	0	0	3	0	1	0	105	38	115	48	15.4%	6.7%	3.2%
Fall 1995	1	0	7	10	0	0	3	0	1	0	99	43	111	53	13.3%	10.4%	0.6%
Fall 1996	0	0	8	8	0	0	4	0	0	1	108	47	120	56	-5.9%	5.7%	7.3%
Fall 1997	1	0	10	9	0	1	5	0	0	0	109	51	125	61	18.8%	8.9%	5.7%
Fall 1998	1	0	9	10	0	0	5	0	0	0	99	54	114	64	0.0%	4.9%	-4.3%
FACULTY:																	
Fall 1994	6	2	18	13	0	0	25	4	3	2	338	234	390	255	10.7%	9.9%	4.2%
Fall 1995	8	1	21	19	0	0	29	4	4	2	326	242	388	268	29.0%	5.1%	1.7%
Fall 1996	5	2	22	20	0	0	30	4	4	3	305	253	366	282	5.0%	5.2%	-1.2%
Fall 1997	3	1	20	20	0	0	28	4	4	4	318	265	373	294	-4.8%	4.3%	2.9%
Fall 1998	6	2	19	21	0	0	28	4	5	6	317	273	375	306	0.0%	4.1%	2.1%
PROFESSIONAL NON-FACULTY																	
Fall 1994	0	0	22	67	0	0	3	2	0	1	102	113	127	183	12.7%	-2.7%	-4.0%
Fall 1995	1	0	24	74	0	0	3	2	0	1	101	127	129	204	10.1%	11.5%	7.4%
Fall 1996	3	0	20	75	0	0	3	2	0	1	91	125	117	203	-3.1%	-0.5%	-3.9%
Fall 1997	3	0	21	71	0	0	2	2	0	1	96	122	122	196	-3.2%	-3.4%	-0.6%
Fall 1998	2	0	19	78	0	0	2	1	2	3	103	125	128	207	5.4%	5.6%	5.3%
SECRETARIAL/CLERICAL:																	
Fall 1994	0	0	11	30	0	0	0	0	0	2	18	325	29	357	0.0%	4.4%	4.3%
Fall 1995	0	0	10	34	0	0	0	0	0	2	22	323	32	359	7.3%	0.6%	1.3%
Fall 1996	0	0	10	33	0	0	0	0	0	2	24	318	34	353	-2.3%	-1.7%	-1.0%
Fall 1997	0	0	8	29	0	0	0	0	0	2	28	321	36	352	-14.0%	-0.3%	0.3%
Fall 1998	0	0	8	30	0	0	0	0	0	2	25	320	33	352	2.7%	0.0%	-0.8%

Table 4.A
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Year		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
TECHNICAL/PARA-PROFESSIONAL:																	
Fall 1994	1	0	12	115	0	0	0	2	0	0	4	84	53	205	12.4%	5.1%	0.0%
Fall 1995	0	0	12	113	0	0	2	2	0	0	3	44	91	56	-1.6%	2.0%	2.7%
Fall 1996	0	0	12	112	0	0	2	2	0	0	3	41	96	53	-0.8%	1.9%	0.4%
Fall 1997	0	0	15	109	0	0	2	2	0	0	2	39	96	54	0.0%	-1.9%	-1.1%
Fall 1998	0	0	13	110	0	0	3	3	0	0	2	42	97	55	-0.8%	1.4%	1.5%
SKILLED CRAFT:																	
Fall 1994	0	0	2	0	0	0	0	0	1	0	0	53	0	56	0.0%	N/A	-6.7%
Fall 1995	0	0	2	0	0	0	0	0	1	0	0	55	0	58	0.0%	N/A	3.6%
Fall 1996	0	0	4	0	0	0	0	0	1	0	0	55	0	60	100.0%	N/A	3.4%
Fall 1997	0	0	2	0	0	0	0	0	1	0	0	55	0	58	-50.0%	N/A	-3.3%
Fall 1998	0	0	2	0	0	0	0	0	1	0	0	59	0	62	0.0%	N/A	6.9%
SERVICE MAINTENANCE:																	
Fall 1994	0	0	26	13	0	0	0	0	0	0	0	87	38	113	25.8%	15.9%	9.3%
Fall 1995	0	0	25	13	0	0	0	0	0	0	0	87	38	112	-2.6%	0.0%	-0.6%
Fall 1996	0	0	34	27	0	0	0	0	0	1	93	44	127	72	60.5%	41.2%	22.1%
Fall 1997	0	0	30	26	0	0	0	0	0	0	84	51	114	77	-8.2%	6.9%	-4.0%
Fall 1998	0	0	31	37	0	0	0	0	0	1	89	48	120	86	21.4%	11.7%	7.9%
ALL SIUE EMPLOYEES:																	
Fall 1994	7	3	97	247	0	0	31	8	5	9	743	832	883	1099	12.1%	5.1%	2.3%
Fall 1995	10	1	101	263	0	0	35	8	6	8	734	864	886	1144	5.8%	4.1%	2.4%
Fall 1996	8	2	110	275	0	0	37	8	5	11	717	883	877	1179	5.8%	3.1%	1.3%
Fall 1997	7	1	106	264	0	1	35	8	5	9	729	906	882	1189	-3.9%	0.8%	0.7%
Fall 1998	9	2	101	286	0	0	35	8	8	14	734	917	887	1227	4.6%	3.2%	2.1%

Graduate Assistants are not included.

Table 4.B
Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time New Hires
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TECHNICAL/PARA-PROFESSIONAL:														
Fall 1994	0	0	0	7	0	0	0	0	0	0	3	0	0	10
Fall 1995	0	0	0	2	0	0	0	0	0	0	5	2	2	7
Fall 1996	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Fall 1997	0	0	0	1	0	0	0	0	0	0	1	1	1	2
Fall 1998	0	0	0	1	0	0	0	0	0	0	2	0	0	3
SKILLED CRAFT:														
Fall 1994	0	0	0	0	0	0	0	0	0	0	0	2	2	0
Fall 1995	0	0	0	0	0	0	0	0	0	0	0	3	3	0
Fall 1996	0	0	2	0	0	0	0	0	0	0	0	5	5	0
Fall 1997	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1998	0	0	0	0	0	0	0	0	0	0	0	3	3	0
SERVICE MAINTENANCE:														
Fall 1994	0	0	2	0	0	0	0	0	0	0	3	11	13	3
Fall 1995	0	0	1	0	0	0	0	0	0	0	3	9	10	3
Fall 1996	0	0	8	15	0	0	0	0	0	0	2	3	11	17
Fall 1997	0	0	2	15	0	0	0	0	0	0	7	2	4	22
Fall 1998	0	0	3	21	0	0	0	0	0	0	4	8	11	25
ALL NEWLY-HIRED FULL-TIME SUIVE EMPLOYEES:														
Fall 1994	1	0	5	18	0	0	0	0	0	0	46	32	38	64
Fall 1995	0	0	5	12	0	0	1	0	0	0	56	40	49	69
Fall 1996	1	1	14	19	0	0	2	0	1	0	26	20	37	47
Fall 1997	1	0	6	21	0	0	2	1	0	0	38	31	40	60
Fall 1998	4	0	6	24	0	0	1	1	0	0	35	32	44	60

Graduate Assistants are not included.

Table 5.A
Southern Illinois University Edwardsville
Headcount Employment of RAMP Administrators
by Racial/Ethnic Category and Gender

	Non-Resident Allen		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:														
Fall 1994	0	0	2	2	0	0	1	0	0	0	15	3	18	5
Fall 1995	0	0	2	2	0	0	1	0	0	0	15	3	18	5
Fall 1996	0	0	4	1	0	0	1	0	0	0	11	4	16	5
Fall 1997	0	0	2	1	0	0	1	0	0	0	11	3	14	4
Fall 1998	0	0	1	1	0	0	1	0	0	0	10	4	12	5

Table 5.B
Southern Illinois University Edwardsville
Job Classification Changes
by EEO Category, Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:														
Fall 1994	0	0	1	4	0	0	0	0	0	0	13	6	14	10
Fall 1995	0	0	1	0	0	0	1	0	0	0	17	6	19	6
Fall 1996	0	0	1	0	0	0	0	0	0	0	19	10	20	10
Fall 1997	1	0	3	0	0	1	1	0	0	0	13	8	18	9
Fall 1998	0	0	1	2	0	0	0	0	0	0	11	7	12	9
FACULTY:														
Fall 1994	0	0	4	3	0	0	3	2	0	0	28	22	35	27
Fall 1995	0	0	2	2	0	0	4	1	0	0	33	24	39	27
Fall 1996	1	0	1	2	0	0	2	0	1	2	28	20	33	24
Fall 1997	0	0	0	1	0	0	1	0	0	1	17	14	18	16
Fall 1998	0	0	0	2	0	0	1	1	1	0	19	11	21	14
PROFESSIONAL NON-FACULTY:														
Fall 1994	0	0	1	4	0	0	1	0	0	0	4	12	6	16
Fall 1995	0	0	2	4	0	0	0	0	0	1	7	16	9	21
Fall 1996	2	0	0	14	0	0	0	0	0	0	7	8	9	22
Fall 1997	0	0	1	6	0	0	0	1	0	0	9	8	10	15
Fall 1998	0	0	0	4	0	0	0	0	0	0	11	16	11	20
SECRETARIAL/CLERICAL:														
Fall 1994	0	0	1	4	0	0	0	0	0	0	1	37	2	41
Fall 1995	0	0	0	3	0	0	0	0	0	0	2	39	2	42
Fall 1996	0	0	1	3	0	0	0	0	0	0	3	44	4	47
Fall 1997	0	0	1	5	0	0	0	0	0	0	2	29	3	34
Fall 1998	0	0	0	4	0	0	0	0	0	1	5	35	5	40

Table 5.B
Southern Illinois University Edwardsville
Job Classification Changes
by EEO Category, Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TECHNICAL/PARA-PROFESSIONAL:														
Fall 1994	0	0	2	4	0	0	0	0	0	0	6	5	8	9
Fall 1995	0	0	0	1	0	0	0	0	0	0	8	12	8	13
Fall 1996	0	0	1	6	0	0	0	0	0	0	5	8	6	14
Fall 1997	0	0	0	2	0	0	0	1	0	0	1	12	1	15
Fall 1998	0	0	0	4	0	0	0	0	0	0	3	10	3	15
SKILLED CRAFT:														
Fall 1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1995	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1996	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1997	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1998	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERVICE MAINTENANCE:														
Fall 1994	0	0	1	0	0	0	0	0	0	0	12	4	13	4
Fall 1995	0	0	2	0	0	0	0	0	0	0	0	2	2	2
Fall 1996	0	0	1	0	0	0	0	0	0	1	2	3	3	4
Fall 1997	0	0	1	0	0	0	0	0	0	0	0	2	1	2
Fall 1998	0	0	0	1	0	0	0	0	0	0	4	2	4	3
ALL SIUE EMPLOYEES:														
Fall 1994	0	0	10	19	0	0	4	2	0	0	64	86	78	107
Fall 1995	0	0	7	10	0	0	5	1	0	0	68	99	80	111
Fall 1996	3	0	5	25	0	0	2	0	1	3	64	93	75	121
Fall 1997	1	0	6	14	0	1	2	2	0	1	43	73	52	91
Fall 1998	0	0	1	17	0	0	1	1	1	2	53	81	56	101

Graduate Assistants are not included.

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Previous Year		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:																	
Fall 1981			9	7	0	0	2	2	0	0	132	38	143	47			
Fall 1983			7	14	0	0	1	0	0	0	124	35	132	49	31.3%	4.3%	-4.7%
Fall 1985			7	13	0	0	2	0	0	1	126	35	135	49	-4.8%	0.0%	1.7%
Fall 1987			7	12	0	0	2	0	1	0	132	43	142	55	-5.0%	12.2%	7.1%
Fall 1989			8	12	0	0	3	0	1	0	132	48	144	60	5.3%	9.1%	3.6%
Fall 1990			9	12	0	0	6	0	1	0	127	52	143	64	5.0%	6.7%	1.5%
Fall 1991			9	13	0	0	6	0	1	0	126	59	142	72	4.8%	12.5%	3.4%
Fall 1992			10	18	0	0	5	0	1	0	128	55	144	73	27.3%	1.4%	1.4%
Fall 1993	0	0	4	9	0	0	4	0	1	0	104	36	113	45	-53.6%	-38.4%	-27.2%
Fall 1994	0	1	6	9	0	0	3	0	1	0	105	38	115	48	15.4%	6.7%	3.2%
Fall 1995	1	0	7	10	0	0	3	0	1	0	99	43	111	53	13.3%	10.4%	0.6%
Fall 1996	0	0	8	8	0	0	4	0	0	1	108	47	120	56	-5.9%	5.7%	7.3%
Fall 1997	1	0	10	9	0	1	5	0	0	0	109	51	125	61	18.8%	8.9%	5.7%
Fall 1998	1	0	9	10	0	0	5	0	0	0	99	54	114	64	0.0%	4.9%	-4.3%
FACULTY:																	
Fall 1981			34	23	0	0	19	1	1	1	423	145	477	170			
Fall 1983			17	13	0	0	18	2	1	1	383	144	419	160	-47.4%	-5.9%	-10.5%
Fall 1985			12	10	0	0	22	3	1	1	380	178	415	192	-26.7%	20.0%	4.8%
Fall 1987			11	11	0	0	29	1	1	2	370	180	411	194	0.0%	1.0%	-0.3%
Fall 1989			12	11	0	0	26	3	1	2	360	197	399	213	4.5%	9.8%	1.2%
Fall 1990			18	14	0	0	28	2	2	2	358	198	406	216	39.1%	1.4%	1.6%
Fall 1991			19	13	0	0	27	2	1	2	329	207	376	224	0.0%	3.7%	-3.5%
Fall 1992			20	12	0	0	27	3	4	2	328	219	379	236	0.0%	5.4%	2.5%
Fall 1993	6	3	18	10	0	0	26	2	4	2	333	215	387	232	-12.5%	-1.7%	0.7%
Fall 1994	6	2	18	13	0	0	25	4	3	2	338	234	390	255	10.7%	9.9%	4.2%
Fall 1995	8	1	21	19	0	0	29	4	4	2	326	242	388	268	29.0%	5.1%	1.7%
Fall 1996	5	2	22	20	0	0	30	4	4	3	305	253	366	282	5.0%	5.2%	-1.2%
Fall 1997	3	1	20	20	0	0	28	4	4	4	318	265	373	294	-4.8%	4.3%	2.9%
Fall 1998	6	2	19	21	0	0	28	4	5	6	317	273	375	306	0.0%	4.1%	2.1%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Previous Year		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
PROFESSIONAL																	
NON-FACULTY:																	
Fall 1981			14	22	0	0	2	0	0	1	93	91	109	114	186.1%	50.0%	30.5%
Fall 1983			27	76	0	0	3	1	0	0	90	94	120	171	-23.3%	-6.4%	-7.2%
Fall 1985			23	56	0	0	2	0	1	0	84	104	110	160	-25.3%	-2.5%	5.6%
Fall 1987			22	37	0	0	4	2	1	0	102	117	129	156	10.2%	-13.5%	-16.1%
Fall 1989			25	40	0	0	5	4	0	0	74	91	104	135	-6.2%	9.6%	7.5%
Fall 1990			20	41	0	0	4	2	0	1	85	104	109	148	21.3%	8.8%	4.3%
Fall 1991			22	52	0	0	3	2	0	0	82	107	107	161	-13.5%	-1.2%	-1.5%
Fall 1992			20	44	0	0	3	3	0	0	82	112	105	159	23.4%	18.2%	22.3%
Fall 1993	0	0	22	57	0	0	3	3	0	0	110	128	135	188	12.7%	-2.7%	-4.0%
Fall 1994	0	0	22	67	0	0	3	2	0	1	102	113	127	183	10.1%	11.5%	7.4%
Fall 1995	1	0	24	74	0	0	3	2	0	1	101	127	129	204	-3.1%	-0.5%	-3.9%
Fall 1996	3	0	20	75	0	0	3	2	0	1	91	125	117	203	-3.2%	-3.4%	-0.6%
Fall 1997	3	0	21	71	0	0	2	2	0	1	96	122	122	196	5.4%	5.6%	5.3%
Fall 1998	2	0	19	78	0	0	2	1	2	3	103	125	128	207			
SECRETARIAL/CLERICAL:																	
Fall 1981			3	31	0	0	0	0	0	1	14	298	17	330	-17.6%	-4.5%	-6.3%
Fall 1983			1	27	0	0	0	0	0	0	9	288	10	315	-3.6%	5.4%	6.5%
Fall 1985			3	24	0	0	0	0	0	1	11	307	14	332	-7.4%	-25.6%	-24.6%
Fall 1987			4	21	0	0	0	0	0	0	10	226	14	247	68.0%	57.9%	62.8%
Fall 1989			6	36	0	0	0	0	0	0	29	354	35	390	21.4%	5.4%	5.2%
Fall 1990			8	43	0	0	0	0	0	0	28	368	36	411	2.0%	0.7%	1.1%
Fall 1991			7	45	0	0	0	0	0	0	31	369	38	414	-5.8%	-8.9%	-9.5%
Fall 1992			11	38	0	0	0	1	0	1	21	337	32	377	-16.3%	-9.3%	-9.5%
Fall 1993	0	0	10	31	0	0	0	1	0	1	18	309	28	342	0.0%	4.4%	4.3%
Fall 1994	0	0	11	30	0	0	0	0	0	2	18	325	29	357	7.3%	0.6%	1.3%
Fall 1995	0	0	10	34	0	0	0	0	0	2	22	323	32	359	-2.3%	-1.7%	-1.0%
Fall 1996	0	0	10	33	0	0	0	0	0	2	24	318	34	353	-14.0%	-0.3%	0.3%
Fall 1997	0	0	8	29	0	0	0	0	0	2	28	321	36	352	2.7%	0.0%	-0.8%
Fall 1998	0	0	8	30	0	0	0	0	0	2	25	320	33	352			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change Previous Year		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Black	Women	Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
TECHNICAL/PARA-PROFESSIONAL:																	
Fall 1981			5	2	0	0	1	0	0	0	50	81	56	83	342.9%	3.6%	5.0%
Fall 1983			6	25	0	0	0	1	0	1	54	59	60	86	87.1%	46.5%	36.3%
Fall 1985			7	51	0	0	0	2	0	1	66	72	73	126	17.2%	3.2%	-5.5%
Fall 1987			7	61	0	0	0	1	1	3	50	65	58	130	11.8%	20.0%	11.7%
Fall 1989			7	69	0	0	0	2	0	3	47	82	54	156	15.8%	8.3%	11.4%
Fall 1990			13	75	0	0	0	2	0	6	52	86	65	169	1.1%	2.4%	-1.3%
Fall 1991			13	76	0	0	0	2	0	6	45	89	58	173	2.2%	-0.6%	-0.9%
Fall 1992			9	82	0	0	0	2	0	3	48	85	57	172	24.2%	13.4%	12.7%
Fall 1993	1	0	12	101	0	0	0	2	0	3	50	89	63	195	12.4%	5.1%	0.0%
Fall 1994	1	0	12	115	0	0	0	2	0	4	40	84	53	205	-1.6%	2.0%	2.7%
Fall 1995	0	0	12	113	0	0	0	2	0	3	44	91	56	209	-0.8%	1.9%	0.4%
Fall 1996	0	0	12	112	0	0	0	2	0	3	41	96	53	213	0.0%	-1.9%	-1.1%
Fall 1997	0	0	15	109	0	0	0	2	0	2	39	96	54	209	-0.8%	1.4%	1.5%
Fall 1998	0	0	13	110	0	0	0	3	0	2	42	97	55	212			
SKILLED CRAFT:																	
Fall 1981			3	0	0	0	0	0	0	0	69	0	72	0	-33.3%	N/A	0.0%
Fall 1983			2	0	0	0	0	0	0	0	70	0	72	0	50.0%	N/A	12.5%
Fall 1985			3	0	0	0	0	0	0	0	78	0	81	0	-33.3%	N/A	-19.8%
Fall 1987			2	0	0	0	0	0	0	0	63	0	65	0	0.0%	N/A	10.8%
Fall 1989			2	0	0	0	0	0	0	0	70	0	72	0	0.0%	N/A	-12.5%
Fall 1990			2	0	0	0	0	0	0	0	61	0	63	0	0.0%	N/A	4.8%
Fall 1991			2	0	0	0	0	0	0	0	64	0	66	0	-50.0%	N/A	-28.8%
Fall 1992			1	0	0	0	0	0	0	0	46	0	47	0	100.0%	N/A	27.7%
Fall 1993	0	0	2	0	0	0	0	0	1	0	57	0	60	0	0.0%	N/A	-6.7%
Fall 1994	0	0	2	0	0	0	0	0	1	0	53	0	56	0	0.0%	N/A	3.6%
Fall 1995	0	0	2	0	0	0	0	0	1	0	55	0	58	0	100.0%	N/A	3.4%
Fall 1996	0	0	4	0	0	0	0	0	1	0	55	0	60	0	-50.0%	N/A	-3.3%
Fall 1997	0	0	2	0	0	0	0	0	1	0	55	0	58	0	0.0%	N/A	6.9%
Fall 1998	0	0	2	0	0	0	0	0	1	0	59	0	62	0			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Black	Women	Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
SERVICE MAINTENANCE:																	
Fall 1981			12	7	0	0	2	1	0	0	86	39	100	47			
Fall 1983			13	11	0	0	2	0	0	0	92	47	107	58	26.3%	23.4%	12.2%
Fall 1985			14	11	0	0	2	0	1	0	143	56	160	67	4.2%	15.5%	37.6%
Fall 1987			19	9	0	0	1	0	0	0	96	47	116	56	12.0%	-16.4%	-24.2%
Fall 1989			30	10	0	0	1	0	0	0	122	51	153	61	42.9%	8.9%	24.4%
Fall 1990			32	11	0	0	1	0	0	0	117	51	150	62	7.5%	1.6%	-0.9%
Fall 1991			37	27	0	0	2	1	0	0	118	62	157	90	48.8%	45.2%	16.5%
Fall 1992			21	9	0	0	1	0	0	0	83	38	105	47	-53.1%	-47.8%	-38.5%
Fall 1993	0	0	22	9	0	0	0	0	0	0	84	35	106	44	3.3%	-6.4%	-1.3%
Fall 1994	0	0	26	13	0	0	0	0	0	0	87	38	113	51	25.8%	15.9%	9.3%
Fall 1995	0	0	25	13	0	0	0	0	0	0	87	38	112	51	-2.6%	0.0%	-0.6%
Fall 1996	0	0	34	27	0	0	0	0	0	1	93	44	127	72	60.5%	41.2%	22.1%
Fall 1997	0	0	30	26	0	0	0	0	0	0	84	51	114	77	-8.2%	6.9%	-4.0%
Fall 1998	0	0	31	37	0	0	0	0	0	1	89	48	120	86	21.4%	11.7%	7.9%
ALL SIUE EMPLOYEES:																	
Fall 1981			80	92	0	0	26	4	1	3	867	692	974	791			
Fall 1983			73	166	0	0	24	4	1	2	822	667	920	839	39.0%	6.1%	-0.3%
Fall 1985			69	165	0	0	28	5	3	4	888	752	988	926	-2.1%	10.4%	8.8%
Fall 1987			72	151	0	0	36	4	4	5	823	678	935	838	-4.7%	-9.5%	-7.4%
Fall 1989			90	178	0	0	35	9	2	5	834	823	961	1015	20.2%	21.1%	11.4%
Fall 1990			102	196	0	0	39	6	3	9	828	859	972	1070	11.2%	5.4%	3.3%
Fall 1991			109	226	0	0	38	7	2	8	795	893	944	1134	12.4%	6.0%	1.8%
Fall 1992			92	203	0	0	36	9	5	6	736	846	869	1064	-11.9%	-6.2%	-7.0%
Fall 1993	7	3	90	217	0	0	33	8	6	6	756	812	892	1046	4.1%	-1.7%	0.3%
Fall 1994	7	3	97	247	0	0	31	8	5	9	743	832	883	1099	12.1%	5.1%	2.3%
Fall 1995	10	1	101	263	0	0	35	8	6	8	734	864	886	1144	5.8%	4.1%	2.4%
Fall 1996	8	2	110	275	0	0	37	8	5	11	717	883	877	1179	5.8%	3.1%	1.3%
Fall 1997	7	1	106	264	0	1	35	8	5	9	729	906	882	1189	-3.9%	0.8%	0.7%
Fall 1998	9	2	101	286	0	0	35	8	8	14	734	917	887	1227	4.6%	3.2%	2.1%

Graduate Assistants are not included.

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
EXECUTIVE/ADMINISTRATIVE/			
MANAGERIAL:			
Fall 1981			
Fall 1983	31.3%	4.3%	-4.7%
Fall 1985	-4.8%	0.0%	1.7%
Fall 1987	-5.0%	12.2%	7.1%
Fall 1989	5.3%	9.1%	3.6%
Fall 1990	5.0%	6.7%	1.5%
Fall 1991	4.8%	12.5%	3.4%
Fall 1992	27.3%	1.4%	1.4%
Fall 1993	-53.6%	-38.4%	-27.2%
Fall 1994	15.4%	6.7%	3.2%
Fall 1995	13.3%	10.4%	0.6%
Fall 1996	-5.9%	5.7%	7.3%
Fall 1997	18.8%	8.9%	5.7%
Fall 1998	0.0%	4.9%	-4.3%
FACULTY:			
Fall 1981			
Fall 1983	-47.4%	-5.9%	-10.5%
Fall 1985	-26.7%	20.0%	4.8%
Fall 1987	0.0%	1.0%	-0.3%
Fall 1989	4.5%	9.8%	1.2%
Fall 1990	39.1%	1.4%	1.6%
Fall 1991	0.0%	3.7%	-3.5%
Fall 1992	0.0%	5.4%	2.5%
Fall 1993	-12.5%	-1.7%	0.7%
Fall 1994	10.7%	9.9%	4.2%
Fall 1995	29.0%	5.1%	1.7%
Fall 1996	5.0%	5.2%	-1.2%
Fall 1997	-4.8%	4.3%	2.9%
Fall 1998	0.0%	4.1%	2.1%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
PROFESSIONAL			
NON-FACULTY:			
Fall 1981			
Fall 1983	186.1%	50.0%	30.5%
Fall 1985	-23.3%	-6.4%	-7.2%
Fall 1987	-25.3%	-2.5%	5.6%
Fall 1989	10.2%	-13.5%	-16.1%
Fall 1990	-6.2%	9.6%	7.5%
Fall 1991	21.3%	8.8%	4.3%
Fall 1992	-13.5%	-1.2%	-1.5%
Fall 1993	23.4%	18.2%	22.3%
Fall 1994	12.7%	-2.7%	-4.0%
Fall 1995	10.1%	11.5%	7.4%
Fall 1996	-3.1%	-0.5%	-3.9%
Fall 1997	-3.2%	-3.4%	-0.6%
Fall 1998	5.4%	5.6%	5.3%
SECRETARIAL/CLERICAL:			
Fall 1981			
Fall 1983	-17.6%	-4.5%	-6.3%
Fall 1985	-3.6%	5.4%	6.5%
Fall 1987	-7.4%	-25.6%	-24.6%
Fall 1989	68.0%	57.9%	62.8%
Fall 1990	21.4%	5.4%	5.2%
Fall 1991	2.0%	0.7%	1.1%
Fall 1992	-5.8%	-8.9%	-9.5%
Fall 1993	-16.3%	-9.3%	-9.5%
Fall 1994	0.0%	4.4%	4.3%
Fall 1995	7.3%	0.6%	1.3%
Fall 1996	-2.3%	-1.7%	-1.0%
Fall 1997	-14.0%	-0.3%	0.3%
Fall 1998	2.7%	0.0%	-0.8%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
TECHNICAL/PARA-PROFESSIONAL:			
Fall 1981			
Fall 1983	342.9%	3.6%	5.0%
Fall 1985	87.1%	46.5%	36.3%
Fall 1987	17.2%	3.2%	-5.5%
Fall 1989	11.8%	20.0%	11.7%
Fall 1990	15.8%	8.3%	11.4%
Fall 1991	1.1%	2.4%	-1.3%
Fall 1992	2.2%	-0.6%	-0.9%
Fall 1993	24.2%	13.4%	12.7%
Fall 1994	12.4%	5.1%	0.0%
Fall 1995	-1.6%	2.0%	2.7%
Fall 1996	-0.8%	1.9%	0.4%
Fall 1997	0.0%	-1.9%	-1.1%
Fall 1998	-0.8%	1.4%	1.5%

SKILLED CRAFT:

Fall 1981			
Fall 1983		N/A	0.0%
Fall 1985	-33.3%	N/A	12.5%
Fall 1987	50.0%	N/A	-19.8%
Fall 1989	-33.3%	N/A	10.8%
Fall 1990	0.0%	N/A	-12.5%
Fall 1991	0.0%	N/A	4.8%
Fall 1992	0.0%	N/A	-28.8%
Fall 1993	-50.0%	N/A	27.7%
Fall 1994	100.0%	N/A	-6.7%
Fall 1995	0.0%	N/A	3.6%
Fall 1996	100.0%	N/A	3.4%
Fall 1997	-50.0%	N/A	-3.3%
Fall 1998	0.0%	N/A	6.9%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
SERVICE MAINTENANCE:			
Fall 1981			
Fall 1983	26.3%	23.4%	12.2%
Fall 1985	4.2%	15.5%	37.6%
Fall 1987	12.0%	-16.4%	-24.2%
Fall 1989	42.9%	8.9%	24.4%
Fall 1990	7.5%	1.6%	-0.9%
Fall 1991	48.8%	45.2%	16.5%
Fall 1992	-53.1%	-47.8%	-38.5%
Fall 1993	3.3%	-6.4%	-1.3%
Fall 1994	25.8%	15.9%	9.3%
Fall 1995	-2.6%	0.0%	-0.6%
Fall 1996	60.5%	41.2%	22.1%
Fall 1997	-8.2%	6.9%	-4.0%
Fall 1998	21.4%	11.7%	7.9%

ALL SIUE EMPLOYEES:			
Fall 1981			
Fall 1983	39.0%	6.1%	-0.3%
Fall 1985	-2.1%	10.4%	8.8%
Fall 1987	-4.7%	-9.5%	-7.4%
Fall 1989	20.2%	21.1%	11.4%
Fall 1990	11.2%	5.4%	3.3%
Fall 1991	12.4%	6.0%	1.8%
Fall 1992	-11.9%	-6.2%	-7.0%
Fall 1993	4.1%	-1.7%	0.3%
Fall 1994	12.1%	5.1%	2.3%
Fall 1995	5.8%	4.1%	2.4%
Fall 1996	5.8%	3.1%	1.3%
Fall 1997	-3.9%	0.8%	0.7%
Fall 1998	4.6%	3.2%	2.1%

Graduate Assistants are not included.

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Years		
	Alien		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Black	Women	Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
EXECUTIVE/ADMINISTRATIVE/																	
MANAGERIAL:																	
Fall 1981			9	7	0	0	2	1	0	0	130	35	141	43	6.3%	4.7%	-4.9%
Fall 1983			6	11	0	0	1	0	0	0	123	34	130	45	11.8%	0.0%	0.6%
Fall 1985			7	12	0	0	2	0	0	0	122	33	131	45	-5.3%	15.6%	10.2%
Fall 1987			7	11	0	0	2	0	1	0	132	41	142	52	-11.1%	7.7%	3.1%
Fall 1989			8	8	0	0	3	0	1	0	132	48	144	56	31.3%	10.7%	2.0%
Fall 1990			9	12	0	0	6	0	1	0	126	50	142	62	4.8%	12.9%	3.9%
Fall 1991			9	13	0	0	6	0	1	0	126	57	142	70	18.2%	-1.4%	0.0%
Fall 1992			10	16	0	0	5	0	1	0	127	53	143	69	-50.0%	-34.8%	-25.5%
Fall 1993	0	0	4	9	0	0	4	0	1	0	104	36	113	45	15.4%	2.2%	1.9%
Fall 1994	0	0	6	9	0	0	3	0	1	0	105	37	115	46	13.3%	13.0%	0.6%
Fall 1995	1	0	7	10	0	0	3	0	1	0	98	42	110	52	-5.9%	5.8%	7.4%
Fall 1996	0	0	8	8	0	0	4	0	0	1	107	46	119	55	18.8%	9.1%	4.0%
Fall 1997	1	0	10	9	0	1	5	0	0	0	105	50	121	60	0.0%	6.7%	-3.3%
Fall 1998	1	0	9	10	0	0	5	0	0	0	96	54	111	64			
FACULTY:																	
Fall 1981			26	19	0	0	18	1	1	0	345	104	390	124	-48.9%	-6.5%	-12.1%
Fall 1983			12	11	0	0	17	2	1	0	306	103	336	116	-26.1%	5.2%	1.1%
Fall 1985			9	8	0	0	21	2	1	0	304	112	335	122	5.9%	3.3%	-3.3%
Fall 1987			10	8	0	0	29	1	1	1	276	116	316	126	-16.7%	15.1%	-0.2%
Fall 1989			7	8	0	0	25	3	1	1	263	133	296	145	46.7%	2.8%	1.6%
Fall 1990			11	11	0	0	26	1	1	1	261	136	299	149	4.5%	-2.7%	-2.7%
Fall 1991			13	10	0	0	25	1	1	1	252	133	291	145	-13.0%	-5.5%	-6.0%
Fall 1992			12	8	0	0	24	1	1	1	236	127	273	137	-10.0%	-0.7%	-1.0%
Fall 1993	5	2	10	8	0	0	25	1	1	1	229	124	270	136	11.1%	11.0%	5.7%
Fall 1994	5	1	12	8	0	0	22	2	1	1	238	139	278	151	30.0%	14.6%	4.9%
Fall 1995	5	1	13	13	0	0	26	2	2	1	231	156	277	173	11.5%	7.5%	-0.4%
Fall 1996	5	2	15	14	0	0	25	1	2	2	215	167	262	186	-3.4%	2.7%	1.6%
Fall 1997	3	1	13	15	0	0	26	1	2	2	220	172	264	191	0.0%	0.5%	0.4%
Fall 1998	6	1	15	13	0	0	24	3	3	2	217	173	265	192			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident Allen		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Year		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	
PROFESSIONAL																	
NON-FACULTY:																	
Fall 1981			12	20	0	0	1	0	0	1	91	81	104	102	18.8%	-5.9%	-1.9%
Fall 1983			18	20	0	0	2	0	0	0	86	76	106	96	39.5%	27.1%	5.9%
Fall 1985			17	36	0	0	2	0	1	0	72	86	92	122	-7.5%	8.2%	11.7%
Fall 1987			17	32	0	0	2	1	0	0	88	99	107	132	16.3%	-14.4%	-15.1%
Fall 1989			23	34	0	0	3	2	0	0	64	77	90	113	-10.5%	6.2%	3.9%
Fall 1990			17	34	0	0	4	1	0	1	70	84	91	120	9.8%	8.3%	4.7%
Fall 1991			18	38	0	0	3	2	0	0	70	90	91	130	0.0%	6.2%	5.0%
Fall 1992			16	40	0	0	3	3	0	0	75	95	94	138	23.2%	20.3%	25.9%
Fall 1993	0	0	19	50	0	0	3	3	0	0	104	113	126	166	13.0%	-1.8%	-4.5%
Fall 1994	0	0	21	57	0	0	3	2	0	1	92	103	116	163	9.0%	12.9%	9.7%
Fall 1995	1	0	21	64	0	0	3	2	0	1	97	117	122	184	-3.5%	-2.2%	-5.9%
Fall 1996	3	0	17	65	0	0	3	2	0	1	85	112	108	180	1.2%	0.6%	1.4%
Fall 1997	3	0	17	66	0	0	2	2	0	1	89	112	111	181	-13.3%	-3.3%	-2.1%
Fall 1998	2	0	13	59	0	0	2	1	1	3	93	112	111	175			
SECRETARIAL/CLERICAL:																	
Fall 1981			1	31	0	0	0	0	0	1	11	294	12	326	-12.5%	-8.3%	-8.6%
Fall 1983			1	27	0	0	0	0	0	0	9	272	10	299	-3.6%	5.7%	6.8%
Fall 1985			3	24	0	0	0	0	0	1	11	291	14	316	-14.8%	-27.2%	-26.4%
Fall 1987			3	20	0	0	0	0	0	0	10	210	13	230	65.2%	58.7%	61.7%
Fall 1989			3	35	0	0	0	0	0	0	25	330	28	365	15.8%	4.7%	4.3%
Fall 1990			4	40	0	0	0	0	0	0	24	342	28	382	-4.5%	0.8%	0.5%
Fall 1991			3	39	0	0	0	0	0	0	24	346	27	385	-7.1%	-7.5%	-7.3%
Fall 1992			6	33	0	0	0	1	0	1	20	321	26	356	-15.4%	-9.3%	-9.7%
Fall 1993	0	0	6	27	0	0	0	1	0	1	16	294	22	323	0.0%	2.5%	2.3%
Fall 1994	0	0	7	26	0	0	0	0	0	2	15	303	22	331	12.1%	0.0%	0.6%
Fall 1995	0	0	6	31	0	0	0	0	0	2	18	298	24	331	-10.8%	-2.1%	-1.7%
Fall 1996	0	0	5	28	0	0	0	0	0	2	20	294	25	324	-15.2%	-1.2%	-0.3%
Fall 1997	0	0	3	25	0	0	0	0	0	2	25	293	28	320	7.1%	0.3%	0.0%
Fall 1998	0	0	4	26	0	0	0	0	0	2	23	293	27	321			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/		Asian/Pacific		Hispanic		White		TOTAL		% Change		
	Allen		Non-Hispanic		Alaskan Native		Islander		Hispanic		Non-Hispanic		TOTAL		Previous Years		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
TECHNICAL/																	
PARA-PROFESSIONAL:																	
Fall 1981			5	2	0	0	1	0	0	0	50	66	56	68	228.6%	10.3%	7.3%
Fall 1983			6	17	0	0	0	1	0	1	52	56	58	75	65.2%	34.7%	28.6%
Fall 1985			7	31	0	0	0	1	0	1	63	68	70	101	-10.5%	-10.9%	-15.2%
Fall 1987			7	27	0	0	0	0	0	3	48	60	55	90	23.5%	21.1%	10.3%
Fall 1989			7	35	0	0	0	1	0	1	44	72	51	109	57.1%	26.6%	20.6%
Fall 1990			10	56	0	0	0	2	0	4	45	76	55	138	22.7%	13.8%	7.3%
Fall 1991			11	70	0	0	0	2	0	6	39	79	50	157	0.0%	-0.6%	-2.9%
Fall 1992			7	74	0	0	0	2	0	3	38	77	45	156	24.7%	18.6%	21.9%
Fall 1993	1	0	9	92	0	0	0	2	0	3	50	88	60	185	11.9%	5.4%	-0.8%
Fall 1994	1	0	7	106	0	0	0	2	0	4	40	83	48	195	0.0%	2.6%	2.5%
Fall 1995	0	0	7	106	0	0	0	2	0	3	42	89	49	200	-2.7%	0.0%	-1.2%
Fall 1996	0	0	7	103	0	0	0	2	0	3	39	92	46	200	-4.5%	-3.5%	-3.7%
Fall 1997	0	0	7	98	0	0	0	2	0	2	37	91	44	193	1.9%	0.5%	1.3%
Fall 1998	0	0	8	99	0	0	0	3	0	2	38	90	46	194			
SKILLED CRAFT:																	
Fall 1981			2	0	0	0	0	0	0	0	64	0	66	0	0.0%	N/A	7.6%
Fall 1983			2	0	0	0	0	0	0	0	69	0	71	0	50.0%	N/A	12.7%
Fall 1985			3	0	0	0	0	0	0	0	77	0	80	0	-33.3%	N/A	-18.8%
Fall 1987			2	0	0	0	0	0	0	0	63	0	65	0	0.0%	N/A	10.8%
Fall 1989			2	0	0	0	0	0	0	0	70	0	72	0	0.0%	N/A	-12.5%
Fall 1990			2	0	0	0	0	0	0	0	61	0	63	0	0.0%	N/A	4.8%
Fall 1991			2	0	0	0	0	0	0	0	64	0	66	0	-50.0%	N/A	-30.3%
Fall 1992			1	0	0	0	0	0	0	0	45	0	46	0	100.0%	N/A	30.4%
Fall 1993	0	0	2	0	0	0	0	0	1	0	57	0	60	0	0.0%	N/A	-6.7%
Fall 1994	0	0	2	0	0	0	0	0	1	0	53	0	56	0	0.0%	N/A	3.6%
Fall 1995	0	0	2	0	0	0	0	0	1	0	55	0	58	0	100.0%	N/A	1.7%
Fall 1996	0	0	4	0	0	0	0	0	1	0	54	0	59	0	-50.0%	N/A	-3.4%
Fall 1997	0	0	2	0	0	0	0	0	1	0	54	0	57	0	0.0%	N/A	7.0%
Fall 1998	0	0	2	0	0	0	0	0	1	0	58	0	61	0			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident		Black		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White		TOTAL		% Change		
	Allen		Non-Hispanic		Alaskan Native		Islander		Men Women		Non-Hispanic		Men Women		Black	Women	Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
SERVICE MAINTENANCE:																	
Fall 1981			10	7	0	0	1	1	0	0	80	26	91	34	5.9%	-5.9%	-2.4%
Fall 1983			11	7	0	0	1	0	0	0	78	25	90	32	33.3%	15.6%	25.4%
Fall 1985			14	10	0	0	1	0	0	0	101	27	116	37	4.2%	-2.7%	-5.9%
Fall 1987			18	7	0	0	1	0	0	0	89	29	108	36	52.0%	22.2%	33.3%
Fall 1989			29	9	0	0	1	0	0	0	118	35	148	44	2.6%	0.0%	-5.7%
Fall 1990			29	10	0	0	1	0	0	0	107	34	137	44	-33.3%	-2.3%	-8.3%
Fall 1991			19	7	0	0	2	0	0	0	102	36	123	43	-23.1%	-18.6%	-20.5%
Fall 1992			16	4	0	0	1	0	0	0	80	31	97	35	5.0%	-8.6%	0.0%
Fall 1993	0	0	18	3	0	0	0	0	0	0	82	29	100	32	-19.0%	9.4%	-0.8%
Fall 1994	0	0	14	3	0	0	0	0	0	0	82	32	96	35	35.3%	5.7%	5.3%
Fall 1995	0	0	20	3	0	0	0	0	0	0	81	34	101	37	108.7%	59.5%	28.3%
Fall 1996	0	0	29	19	0	0	0	0	0	1	89	39	118	59	-2.1%	15.3%	0.0%
Fall 1997	0	0	27	20	0	0	0	0	0	0	82	48	109	68	23.4%	10.3%	8.5%
Fall 1998	0	0	29	29	0	0	0	0	0	1	88	45	117	75			
FULL-TIME SIUE EMPLOYEES																	
Fall 1981			65	86	0	0	23	3	1	2	771	606	860	697	-1.3%	-4.9%	-6.0%
Fall 1983			56	93	0	0	21	3	1	1	723	566	801	663	21.5%	12.1%	8.0%
Fall 1985			60	121	0	0	26	3	2	2	750	617	838	743	-6.6%	-10.4%	-6.9%
Fall 1987			64	105	0	0	34	2	2	4	706	555	806	666	23.1%	24.9%	12.8%
Fall 1989			79	129	0	0	32	6	2	2	716	695	829	832	17.8%	7.6%	3.0%
Fall 1990			82	163	0	0	37	4	2	6	694	722	815	895	2.9%	3.9%	0.6%
Fall 1991			75	177	0	0	36	5	2	7	677	741	790	930	-3.6%	-4.2%	-6.1%
Fall 1992			68	175	0	0	33	7	2	5	621	704	724	891	5.8%	-0.4%	1.4%
Fall 1993	6	2	68	189	0	0	32	7	3	5	642	684	751	887	8.2%	3.8%	0.9%
Fall 1994	6	1	69	209	0	0	28	6	3	8	625	697	731	921	9.0%	6.1%	4.0%
Fall 1995	7	1	76	227	0	0	32	6	4	7	622	736	741	977	6.3%	2.8%	1.3%
Fall 1996	8	2	85	237	0	0	32	5	3	10	609	750	737	1004	-3.1%	0.9%	0.3%
Fall 1997	7	1	79	233	0	1	33	5	3	7	612	766	734	1013	1.3%	0.8%	0.7%
Fall 1998	9	1	80	236	0	0	31	7	5	10	613	767	738	1021			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
EXECUTIVE/ADMINISTRATIVE/			
MANAGERIAL:			
Fall 1981			
Fall 1983	6.3%	4.7%	-4.9%
Fall 1985	11.8%	0.0%	0.6%
Fall 1987	-5.3%	15.6%	10.2%
Fall 1989	-11.1%	7.7%	3.1%
Fall 1990	31.3%	10.7%	2.0%
Fall 1991	4.8%	12.9%	3.9%
Fall 1992	18.2%	-1.4%	0.0%
Fall 1993	-50.0%	-34.8%	-25.5%
Fall 1994	15.4%	2.2%	1.9%
Fall 1995	13.3%	13.0%	0.6%
Fall 1996	-5.9%	5.8%	7.4%
Fall 1997	18.8%	9.1%	4.0%
Fall 1998	0.0%	6.7%	-3.3%
FACULTY:			
Fall 1981			
Fall 1983	-48.9%	-6.5%	-12.1%
Fall 1985	-26.1%	5.2%	1.1%
Fall 1987	5.9%	3.3%	-3.3%
Fall 1989	-16.7%	15.1%	-0.2%
Fall 1990	46.7%	2.8%	1.6%
Fall 1991	4.5%	-2.7%	-2.7%
Fall 1992	-13.0%	-5.5%	-6.0%
Fall 1993	-10.0%	-0.7%	-1.0%
Fall 1994	11.1%	11.0%	5.7%
Fall 1995	30.0%	14.6%	4.9%
Fall 1996	11.5%	7.5%	-0.4%
Fall 1997	-3.4%	2.7%	1.6%
Fall 1998	0.0%	0.5%	0.4%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
PROFESSIONAL			
NON-FACULTY:			
Fall 1981			
Fall 1983	18.8%	-5.9%	-1.9%
Fall 1985	39.5%	27.1%	5.9%
Fall 1987	-7.5%	8.2%	11.7%
Fall 1989	16.3%	-14.4%	-15.1%
Fall 1990	-10.5%	6.2%	3.9%
Fall 1991	9.8%	8.3%	4.7%
Fall 1992	0.0%	6.2%	5.0%
Fall 1993	23.2%	20.3%	25.9%
Fall 1994	13.0%	-1.8%	-4.5%
Fall 1995	9.0%	12.9%	9.7%
Fall 1996	-3.5%	-2.2%	-5.9%
Fall 1997	1.2%	0.6%	1.4%
Fall 1998	-13.3%	-3.3%	-2.1%
SECRETARIAL/CLERICAL:			
Fall 1981			
Fall 1983	-12.5%	-8.3%	-8.6%
Fall 1985	-3.6%	5.7%	6.8%
Fall 1987	-14.8%	-27.2%	-26.4%
Fall 1989	65.2%	58.7%	61.7%
Fall 1990	15.8%	4.7%	4.3%
Fall 1991	-4.5%	0.8%	0.5%
Fall 1992	-7.1%	-7.5%	-7.3%
Fall 1993	-15.4%	-9.3%	-9.7%
Fall 1994	0.0%	2.5%	2.3%
Fall 1995	12.1%	0.0%	0.6%
Fall 1996	-10.8%	-2.1%	-1.7%
Fall 1997	-15.2%	-1.2%	-0.3%
Fall 1998	7.1%	0.3%	0.0%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Previous Years		
	Black	Women	Total
TECHNICAL/			
PARA-PROFESSIONAL:			
Fall 1981			
Fall 1983	228.6%	10.3%	7.3%
Fall 1985	65.2%	34.7%	28.6%
Fall 1987	-10.5%	-10.9%	-15.2%
Fall 1989	23.5%	21.1%	10.3%
Fall 1990	57.1%	26.6%	20.6%
Fall 1991	22.7%	13.8%	7.3%
Fall 1992	0.0%	-0.6%	-2.9%
Fall 1993	24.7%	18.6%	21.9%
Fall 1994	11.9%	5.4%	-0.8%
Fall 1995	0.0%	2.6%	2.5%
Fall 1996	-2.7%	0.0%	-1.2%
Fall 1997	-4.5%	-3.5%	-3.7%
Fall 1998	1.9%	0.5%	1.3%
SKILLED CRAFT:			
Fall 1981			
Fall 1983		N/A	7.6%
Fall 1985	0.0%	N/A	12.7%
Fall 1987	-33.3%	N/A	-18.8%
Fall 1989	0.0%	N/A	10.8%
Fall 1990	0.0%	N/A	-12.5%
Fall 1991	0.0%	N/A	4.8%
Fall 1992	-50.0%	N/A	-30.3%
Fall 1993	100.0%	N/A	30.4%
Fall 1994	0.0%	N/A	-6.7%
Fall 1995	0.0%	N/A	3.6%
Fall 1996	100.0%	N/A	1.7%
Fall 1997	-50.0%	N/A	-3.4%
Fall 1998	0.0%	N/A	7.0%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Full-Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
SERVICE MAINTENANCE:			
Fall 1981			
Fall 1983	5.9%	-5.9%	-2.4%
Fall 1985	33.3%	15.6%	25.4%
Fall 1987	4.2%	-2.7%	-5.9%
Fall 1989	52.0%	22.2%	33.3%
Fall 1990	2.6%	0.0%	-5.7%
Fall 1991	-33.3%	-2.3%	-8.3%
Fall 1992	-23.1%	-18.6%	-20.5%
Fall 1993	5.0%	-8.6%	0.0%
Fall 1994	-19.0%	9.4%	-0.8%
Fall 1995	35.3%	5.7%	5.3%
Fall 1996	108.7%	59.5%	28.3%
Fall 1997	-2.1%	15.3%	0.0%
Fall 1998	23.4%	10.3%	8.5%

FULL-TIME SIUE EMPLOYEES:

Fall 1981			
Fall 1983	-1.3%	-4.9%	-6.0%
Fall 1985	21.5%	12.1%	8.0%
Fall 1987	-6.6%	-10.4%	-6.9%
Fall 1989	23.1%	24.9%	12.8%
Fall 1990	17.8%	7.6%	3.0%
Fall 1991	2.9%	3.9%	0.6%
Fall 1992	-3.6%	-4.2%	-6.1%
Fall 1993	5.8%	-0.4%	1.4%
Fall 1994	8.2%	3.8%	0.9%
Fall 1995	9.0%	6.1%	4.0%
Fall 1996	6.3%	2.8%	1.3%
Fall 1997	-3.1%	0.9%	0.3%
Fall 1998	1.3%	0.8%	0.7%

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident Allen		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Years		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
EXECUTIVE/ADMINISTRATIVE/ MANAGERIAL:																	
Fall 1981			0	0	0	0	0	1	0	0	2	3	2	4	N/A	0.0%	0.0%
Fall 1983			1	3	0	0	0	0	0	0	1	1	2	4	-75.0%	0.0%	33.3%
Fall 1985			0	1	0	0	0	0	0	1	4	2	4	4	0.0%	-25.0%	-62.5%
Fall 1987			0	1	0	0	0	0	0	0	0	2	0	3	300.0%	33.3%	33.3%
Fall 1989			0	4	0	0	0	0	0	0	0	0	0	4	-100.0%	-50.0%	-25.0%
Fall 1990			0	0	0	0	0	0	0	0	1	2	1	2	N/A	0.0%	-33.3%
Fall 1991			0	0	0	0	0	0	0	0	0	2	0	2	N/A	100.0%	150.0%
Fall 1992			0	2	0	0	0	0	0	0	1	2	1	4	-100.0%	-100.0%	-100.0%
Fall 1993	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1994	0	1	0	0	0	0	0	0	0	0	0	1	0	2	N/A	-50.0%	0.0%
Fall 1995	0	0	0	0	0	0	0	0	0	0	1	1	1	1	N/A	0.0%	0.0%
Fall 1996	0	0	0	0	0	0	0	0	0	0	1	1	1	1	N/A	0.0%	150.0%
Fall 1997	0	0	0	0	0	0	0	0	0	0	4	1	4	1	N/A	-100.0%	-40.0%
Fall 1998	0	0	0	0	0	0	0	0	0	0	3	0	3	0	N/A	-100.0%	-40.0%
FACULTY:																	
Fall 1981			8	4	0	0	1	0	0	1	78	41	87	46	-41.7%	-4.3%	-4.5%
Fall 1983			5	2	0	0	1	0	0	1	77	41	83	44	-28.6%	59.1%	18.1%
Fall 1985			3	2	0	0	1	1	0	1	76	66	80	70	-20.0%	-2.9%	8.7%
Fall 1987			1	3	0	0	0	0	0	1	94	64	95	68	100.0%	0.0%	4.9%
Fall 1989			5	3	0	0	1	0	0	1	97	64	103	68	25.0%	-1.5%	1.8%
Fall 1990			7	3	0	0	2	1	1	1	97	62	107	67	-10.0%	17.9%	-5.7%
Fall 1991			6	3	0	0	2	1	0	1	77	74	85	79	33.3%	25.3%	25.0%
Fall 1992			8	4	0	0	3	2	3	1	92	92	106	99	-16.7%	-3.0%	3.9%
Fall 1993	1	1	8	2	0	0	1	1	3	1	104	91	117	96	10.0%	8.3%	1.4%
Fall 1994	1	1	6	5	0	0	3	2	2	1	100	95	112	104	27.3%	-8.7%	-4.6%
Fall 1995	3	0	8	6	0	0	3	2	2	1	95	86	111	95	-7.1%	1.1%	-2.9%
Fall 1996	0	0	7	6	0	0	5	3	2	1	90	86	104	96	-7.7%	7.3%	6.0%
Fall 1997	0	0	7	5	0	0	2	3	2	2	98	93	109	103	0.0%	10.7%	5.7%
Fall 1998	0	1	4	8	0	0	4	1	2	4	100	100	110	114			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Years		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
PROFESSIONAL																	
NON-FACULTY:																	
Fall 1981			2	2	0	0	1	0	0	0	2	10	5	12	1525.0%	525.0%	423.5%
Fall 1983			9	56	0	0	1	1	0	0	4	18	14	75	-60.0%	-49.3%	-37.1%
Fall 1985			6	20	0	0	0	0	0	0	12	18	18	38	-61.5%	-36.8%	-17.9%
Fall 1987			5	5	0	0	2	1	1	0	14	18	22	24	-20.0%	-8.3%	-21.7%
Fall 1989			2	6	0	0	2	2	0	0	10	14	14	22	25.0%	27.3%	27.8%
Fall 1990			3	7	0	0	0	1	0	0	15	20	18	28	80.0%	10.7%	2.2%
Fall 1991			4	14	0	0	0	0	0	0	12	17	16	31	-55.6%	-32.3%	-31.9%
Fall 1992			4	4	0	0	0	0	0	0	7	17	11	21	25.0%	4.8%	-3.1%
Fall 1993	0	0	3	7	0	0	0	0	0	0	6	15	9	22	10.0%	-9.1%	0.0%
Fall 1994	0	0	1	10	0	0	0	0	0	0	10	10	11	20	18.2%	0.0%	-12.9%
Fall 1995	0	0	3	10	0	0	0	0	0	0	4	10	7	20	0.0%	15.0%	18.5%
Fall 1996	0	0	3	10	0	0	0	0	0	0	6	13	9	23	-30.8%	-34.8%	-18.8%
Fall 1997	0	0	4	5	0	0	0	0	0	0	7	10	11	15	177.8%	113.3%	88.5%
Fall 1998	0	0	6	19	0	0	0	0	1	0	10	13	17	32			
SECRETARIAL/CLERICAL:																	
Fall 1981			2	0	0	0	0	0	0	0	3	4	5	4	-100.0%	300.0%	77.8%
Fall 1983			0	0	0	0	0	0	0	0	0	16	0	16	N/A	0.0%	0.0%
Fall 1985			0	0	0	0	0	0	0	0	0	16	0	16	N/A	6.3%	12.5%
Fall 1987			1	1	0	0	0	0	0	0	0	16	1	17	100.0%	47.1%	77.8%
Fall 1989			3	1	0	0	0	0	0	0	4	24	7	25	75.0%	16.0%	15.6%
Fall 1990			4	3	0	0	0	0	0	0	4	26	8	29	42.9%	0.0%	8.1%
Fall 1991			4	6	0	0	0	0	0	0	7	23	11	29	0.0%	-27.6%	-32.5%
Fall 1992			5	5	0	0	0	0	0	0	1	16	6	21	-20.0%	-9.5%	-7.4%
Fall 1993	0	0	4	4	0	0	0	0	0	0	2	15	6	19	0.0%	36.8%	32.0%
Fall 1994	0	0	4	4	0	0	0	0	0	0	3	22	7	26	-12.5%	7.7%	9.1%
Fall 1995	0	0	4	3	0	0	0	0	0	0	4	25	8	28	42.9%	3.6%	5.6%
Fall 1996	0	0	5	5	0	0	0	0	0	0	4	24	9	29	-10.0%	10.3%	5.3%
Fall 1997	0	0	5	4	0	0	0	0	0	0	3	28	8	32	-11.1%	-3.1%	-7.5%
Fall 1998	0	0	4	4	0	0	0	0	0	0	2	27	6	31			

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident Allen		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		% Change Previous Years		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Black	Women	Total
TECHNICAL/																	
PARA-PROFESSIONAL:																	
Fall 1981			0	0	0	0	0	0	0	0	0	15	0	15	N/A	-26.7%	-13.3%
Fall 1983			0	8	0	0	0	0	0	0	2	3	2	11	150.0%	127.3%	115.4%
Fall 1985			0	20	0	0	1	0	0	0	3	4	3	25	70.0%	60.0%	53.6%
Fall 1987			0	34	0	0	1	1	0	0	2	5	3	40	0.0%	17.5%	16.3%
Fall 1989			0	34	0	0	1	0	2	0	3	10	3	47	-35.3%	-34.0%	-18.0%
Fall 1990			3	19	0	0	0	0	2	0	7	10	10	31	-63.6%	-48.4%	-41.5%
Fall 1991			2	6	0	0	0	0	0	0	6	10	8	16	25.0%	0.0%	16.7%
Fall 1992			2	8	0	0	0	0	0	0	10	8	12	16	20.0%	-37.5%	-53.6%
Fall 1993	0	0	3	9	0	0	0	0	0	0	0	1	3	10	16.7%	0.0%	15.4%
Fall 1994	0	0	5	9	0	0	0	0	0	0	0	1	5	10	-14.3%	-10.0%	6.7%
Fall 1995	0	0	5	7	0	0	0	0	0	0	2	2	7	9	16.7%	44.4%	25.0%
Fall 1996	0	0	5	9	0	0	0	0	0	0	2	4	7	13	35.7%	23.1%	30.0%
Fall 1997	0	0	8	11	0	0	0	0	0	0	2	5	10	16	-15.8%	12.5%	3.8%
Fall 1998	0	0	5	11	0	0	0	0	0	0	4	7	9	18			
SKILLED CRAFT:																	
Fall 1981			1	0	0	0	0	0	0	0	5	0	6	0	-100.0%	N/A	-83.3%
Fall 1983			0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	0.0%
Fall 1985			0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	-100.0%
Fall 1987			0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1989			0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1990			0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1991			0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	N/A
Fall 1992			0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	-100.0%
Fall 1993	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1995	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A
Fall 1996	0	0	0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	N/A
Fall 1997	0	0	0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	N/A
Fall 1998	0	0	0	0	0	0	0	0	0	0	1	0	1	0	N/A	N/A	N/A

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part-Time Employees
by Racial/Ethnic Category and Gender

	Non-Resident Allen				Black				Amer. Indian/ Alaskan Native				Asian/Pacific Islander				Hispanic				White Non-Hispanic				TOTAL				% Change Previous Years					
					Non-Hispanic				Alaskan Native				Islander				Men		Women		Men		Women		Men		Women		Black		Women		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total			
SERVICE MAINTENANCE:																																		
Fall 1981																																		
Fall 1983																																		
Fall 1985																																		
Fall 1987																																		
Fall 1989																																		
Fall 1990																																		
Fall 1991																																		
Fall 1992																																		
Fall 1993																																		
Fall 1994																																		
Fall 1995																																		
Fall 1996																																		
Fall 1997																																		
Fall 1998																																		
PART-TIME SIUE EMPLOYEES:																																		
Fall 1981																																		
Fall 1983																																		
Fall 1985																																		
Fall 1987																																		
Fall 1989																																		
Fall 1990																																		
Fall 1991																																		
Fall 1992																																		
Fall 1993																																		
Fall 1994																																		
Fall 1995																																		
Fall 1996																																		
Fall 1997																																		
Fall 1998																																		

Graduate Assistants are not included.

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Previous Years		Total
	Black	Women	
EXECUTIVE/ADMINISTRATIVE/			
MANAGERIAL:			
Fall 1981			
Fall 1983	N/A	0.0%	0.0%
Fall 1985	-75.0%	0.0%	33.3%
Fall 1987	0.0%	-25.0%	-62.5%
Fall 1989	300.0%	33.3%	33.3%
Fall 1990	-100.0%	-50.0%	-25.0%
Fall 1991	N/A	0.0%	-33.3%
Fall 1992	N/A	100.0%	150.0%
Fall 1993	-100.0%	-100.0%	-100.0%
Fall 1994	N/A	N/A	N/A
Fall 1995	N/A	-50.0%	0.0%
Fall 1996	N/A	0.0%	0.0%
Fall 1997	N/A	0.0%	150.0%
Fall 1998	N/A	-100.0%	-40.0%
FACULTY:			
Fall 1981			
Fall 1983	-41.7%	-4.3%	-4.5%
Fall 1985	-28.6%	59.1%	18.1%
Fall 1987	-20.0%	-2.9%	8.7%
Fall 1989	100.0%	0.0%	4.9%
Fall 1990	25.0%	-1.5%	1.8%
Fall 1991	-10.0%	17.9%	-5.7%
Fall 1992	33.3%	25.3%	25.0%
Fall 1993	-16.7%	-3.0%	3.9%
Fall 1994	10.0%	8.3%	1.4%
Fall 1995	27.3%	-8.7%	-4.6%
Fall 1996	-7.1%	1.1%	-2.9%
Fall 1997	-7.7%	7.3%	6.0%
Fall 1998	0.0%	10.7%	5.7%

Southern Illinois University Edwardsville
 Headcount Employment of Faculty and Administrative Staff: Part Time Employees
 by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
PROFESSIONAL			
NON-FACULTY:			
Fall 1981			
Fall 1983	1525.0%	525.0%	423.5%
Fall 1985	-60.0%	-49.3%	-37.1%
Fall 1987	-61.5%	-36.8%	-17.9%
Fall 1989	-20.0%	-8.3%	-21.7%
Fall 1990	25.0%	27.3%	27.8%
Fall 1991	80.0%	10.7%	2.2%
Fall 1992	-55.6%	-32.3%	-31.9%
Fall 1993	25.0%	4.8%	-3.1%
Fall 1994	10.0%	-9.1%	0.0%
Fall 1995	18.2%	0.0%	-12.9%
Fall 1996	0.0%	15.0%	18.5%
Fall 1997	-30.8%	-34.8%	-18.8%
Fall 1998	177.8%	113.3%	88.5%
SECRETARIAL/CLERICAL:			
Fall 1981			
Fall 1983	-100.0%	300.0%	77.8%
Fall 1985	N/A	0.0%	0.0%
Fall 1987	N/A	6.3%	12.5%
Fall 1989	100.0%	47.1%	77.8%
Fall 1990	75.0%	16.0%	15.6%
Fall 1991	42.9%	0.0%	8.1%
Fall 1992	0.0%	-27.6%	-32.5%
Fall 1993	-20.0%	-9.5%	-7.4%
Fall 1994	0.0%	36.8%	32.0%
Fall 1995	-12.5%	7.7%	9.1%
Fall 1996	42.9%	3.6%	5.6%
Fall 1997	-10.0%	10.3%	5.3%
Fall 1998	-11.1%	-3.1%	-7.5%

Southern Illinois University Edwardsville
 Headcount Employment of Faculty and Administrative Staff: Part Time Employees
 by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
TECHNICAL/			
PARA-PROFESSIONAL:			
Fall 1981			
Fall 1983	N/A	-26.7%	-13.3%
Fall 1985	150.0%	127.3%	115.4%
Fall 1987	70.0%	60.0%	53.6%
Fall 1989	0.0%	17.5%	16.3%
Fall 1990	-35.3%	-34.0%	-18.0%
Fall 1991	-63.6%	-48.4%	-41.5%
Fall 1992	25.0%	0.0%	16.7%
Fall 1993	20.0%	-37.5%	-53.6%
Fall 1994	16.7%	0.0%	15.4%
Fall 1995	-14.3%	-10.0%	6.7%
Fall 1996	16.7%	44.4%	25.0%
Fall 1997	35.7%	23.1%	30.0%
Fall 1998	-15.8%	12.5%	3.8%
SKILLED CRAFT:			
Fall 1981			
Fall 1983	-100.0%	N/A	-83.3%
Fall 1985	N/A	N/A	0.0%
Fall 1987	N/A	N/A	-100.0%
Fall 1989	N/A	N/A	N/A
Fall 1990	N/A	N/A	N/A
Fall 1991	N/A	N/A	N/A
Fall 1992	N/A	N/A	N/A
Fall 1993	N/A	N/A	-100.0%
Fall 1994	N/A	N/A	N/A
Fall 1995	N/A	N/A	N/A
Fall 1996	N/A	N/A	N/A
Fall 1997	N/A	N/A	N/A
Fall 1998	N/A	N/A	N/A

Southern Illinois University Edwardsville
Headcount Employment of Faculty and Administrative Staff: Part Time Employees
by Racial/Ethnic Category and Gender

	% Change		
	Black	Women	Total
SERVICE MAINTENANCE:			
Fall 1981			
Fall 1983	200.0%	100.0%	95.5%
Fall 1985	-83.3%	15.4%	72.1%
Fall 1987	200.0%	-33.3%	-62.2%
Fall 1989	-33.3%	-15.0%	-21.4%
Fall 1990	100.0%	5.9%	40.9%
Fall 1991	850.0%	161.1%	161.3%
Fall 1992	-73.7%	-74.5%	-75.3%
Fall 1993	0.0%	0.0%	-10.0%
Fall 1994	120.0%	33.3%	83.3%
Fall 1995	-31.8%	-12.5%	-24.2%
Fall 1996	-13.3%	-7.1%	-12.0%
Fall 1997	-30.8%	-30.8%	-36.4%
Fall 1998	11.1%	22.2%	0.0%

PART-TIME SIUE EMPLOYEES:

Fall 1981			
Fall 1983	328.6%	87.2%	41.8%
Fall 1985	-41.1%	4.0%	12.9%
Fall 1987	1.9%	-6.0%	-9.6%
Fall 1989	11.1%	6.4%	4.7%
Fall 1990	-11.7%	-4.4%	5.4%
Fall 1991	56.6%	16.6%	7.8%
Fall 1992	-37.3%	-15.2%	-11.2%
Fall 1993	-3.8%	-8.1%	-5.7%
Fall 1994	32.0%	11.9%	10.0%
Fall 1995	-7.6%	-6.2%	-5.5%
Fall 1996	3.3%	4.8%	1.0%
Fall 1997	-7.9%	0.6%	2.9%
Fall 1998	22.4%	17.0%	9.6%



**Southern Illinois University School of Medicine
Minority, Women, and Disabled
Students, Faculty, and Staff
Annual Report 1999**

I. Annual Overview

SIU School of Medicine has long been a proponent of opening the medical profession to minority and disadvantaged practitioners, and a number of programs and initiatives have historically been a part of the School of Medicine's educational process. While programs such as MEDPREP have successfully served minority, female, and disadvantaged students for over twenty-five years, and new programs such as the MEDPREP Alliance Program and the Health Science Careers Pathways program have been initiated recently, the School of Medicine is looking to the future of health care and the needs of an increasingly diverse population. Strategic planning document goals include a "commitment to educating physicians from a wide range of ethnic and cultural backgrounds in order to meet the region's current and future health care needs."

Student Population

Major initiatives undertaken by the School of Medicine during the 1997 reporting year were the MEDPREP Alliance and Scholarship Programs, designed to improve and strengthen the relationship between the School and MEDPREP, to improve MEDPREP's reputation as a feeder program to SIU School of Medicine, and to provide critical scholarship dollars to minority and educationally disadvantaged students. During FY98, the first group of four MEDPREP graduates received scholarships to attend the School of Medicine through the program, with that number increasing to seven in FY99. Funding in FY99 for the scholarship was at \$100,000.00. Total funding for the scholarship will reach \$150,000.00 during FY00 and will improve the affordability of attending SIU School of Medicine for students in the targeted populations. Of significance to the program is the increase in percentage of students offered scholarships who matriculated. In FY98, the matriculation rate was forty percent (40%), and the rate for FY99 increased to seventy percent (70%).

The MEDPREP Alliance Programs have also served to be motivational for MEDPREP students. Nearly seventy-five percent (75%) of MEDPREP students indicate an initial interest in the Alliance Programs. While striving to meet the goals of program participation, the academic performance of the students has been enhanced, resulting in better grades and higher Medical College Admissions Test (MCAT) scores.

SIU School of Medicine submitted a new three-year HCOP grant proposal in April 1999 entitled *MEDPREP/Partnership Programs*. MEDPREP has historically served as a program designed to increase the number of minority and educationally disadvantaged students in the applicant pool for health professions schools. The new grant proposes to further increase the

applicant pool with a continuum of pre- and post-collegiate educational and outreach partnership activities. The tentative date for notification of the grant award is mid-July.

Trend data for student enrollment during the last two reporting years have indicated a dramatic decrease in the number of minority, particularly black and Hispanic, students who have matriculated at the School of Medicine. The entering class of 1996 included no African-American students and the class of 1997 included one black student. The entering class of 1998 included eight underrepresented minority students. Although not all of the twenty-five (25) underrepresented minority students to whom offers were extended have made decisions regarding where they will matriculate in August 1999, at the writing of this report, the class will include, at a minimum, seven underrepresented minority students (4 black, 2 Hispanic, 1 American Indian). Several factors may be attributed to the increased enrollment of underrepresented minority students during the last two reporting years, including the MEDPREP Alliance Scholarship, more concentrated recruiting efforts, and campus visits by the Student Affairs Counselor to speak with the targeted population. It is premature, however, to make a determination regarding the success of specific efforts by the School of Medicine to increase recruitment and retention of such populations; however, trend data in the coming years will be studied for evaluative purposes.

SIU School of Medicine implemented a program entitled *Professional Curriculum* during FY99, designed to teach professional skills and behaviors to medical students, with sessions continuing through all four years of medical school. Included are sessions dealing with such topics as ethics, stress, substance abuse, sexual harassment, and responsibility to community. FY00 plans include diversity training for medical students that will assist students in learning and practicing medicine in racially/ethnically/economically diverse communities and with disabled populations.

A number of activities were sponsored by the Office of Student Affairs during the reporting year to promote the recruitment and/or retention of underrepresented minority students through undergraduate/medical student/physician interaction. Dr. Sharon Hull, Assistant Dean for Student Affairs, and MEDPREP staff hosted ten evening sessions featuring doctors from multiple specialties, allowing first year medical students as well as undergraduate premedical and students from MEDPREP to meet and interact with the physicians. Seminar sessions with Dr. Hull and MEDPREP students have been held during the reporting year to improve communication between that program and the School of Medicine as well as to assist in recruitment of students who are underrepresented in medicine. Cultural and social activities were also organized during the year in conjunction with the Student National Medical Association (SNMA), a national minority medical student organization, to foster support within the school community and the community as a whole. Activities sponsored through SNMA included a Black History Month celebration and a citywide essay contest for minority grade school and high school students. Through the establishment of the Edwin Lee, MD Award, the SNMA has succeeded in increasing faculty and community awareness of the accomplishments of minority physicians. The 1999 honor was awarded to an SIU School of Medicine (Department of Surgery) faculty member Mokenge Malafa, M.D. in recognition of his leadership as a role model for the students.

Two precollegiate programs, designed to provide a pathway into the health professions for high school students were held during the reporting year. The SIU Summer High School Research Apprentice Program is targeted at students who are economically, socially, or educationally disadvantaged. Participation is also open to teachers whose primary student population meets the same criteria. Through a tracking system developed to assess the progress of the thirty-five program participants, the program directors have determined that twenty-seven of the students have graduated from high school and matriculated into college, and the remaining eight participants are still enrolled in high school. At the writing of this report, 100% of participants during the history of the program who were graduating seniors have enrolled in college. This successful, grant-funded program was phased out nationally in 1998, and the session offered in 1999 was due to efforts of School of Medicine staff who sought approval to use lapsed monies from the previous year's award. Another precollegiate program, Health Science Careers Pathways, served twenty-one (21) minority high school students from East St. Louis during the four-week summer program and were able to attend the NAAME meeting in Chicago in September 1998. Additional students attended a four-week ACT test preparation workshop held at East St. Louis Senior High School.

Disabled Population

An ongoing effort of administrative staff has been to review the School of Medicine curriculum requirements in relation to the School's technical standards for admission and exit objectives to ensure compliance with the Americans with Disabilities Act. The review is expected to continue during FY00 with recommendations for additional revisions to the technical standards as they relate to SIU School of Medicine's Curriculum 2000 initiative.

Educational opportunities were offered to students and staff during FY99 to improve effective interaction with disabled patients and staff. A Sign Language elective is now offered as a part of the medical school curriculum, providing medical students with the skills to communicate directly with a hearing impaired patient or family member and an understanding of the culture of the deaf community. The Office of Human Resources offers multiple sessions of a seminar, *Opening Doors to Ability*, designed to educate staff regarding the Americans with Disabilities Act and to provide hands-on activities and discussion relating to effective interaction with a disabled patient, staff member, student, or resident.

Several new clinical outreach partnership programs were developed during FY99 to augment existing programs such as the Hope School Pediatrics Clinic Program. The development and establishment of clinics such as the Multi-County Diagnostic Outreach Program (assisting children with multiple developmental and/or medical disabilities in southern Illinois) and Psychiatry Clinics in Chester, Alton, Jacksonville, and Choate will provide not only increased learning opportunities with severely disabled populations for the School of Medicine students and residents, but an increased availability of services to historically underserved disabled populations. Support was also provided to the Red Bud-Area Transportation System to assist in the transport of poor, elderly, and/or disabled patients for health care services.

Staff

Due to the extremely low unemployment figures in Illinois and nationwide and stiff competition to recruit faculty with subspecialty training, recruitment for underrepresented minority and/or female faculty and staff has become increasingly more difficult, and the School of Medicine has found it necessary to utilize alternative forms of recruitment and methods of publicizing position announcements at all levels. Staff from the School of Medicine attended the IMGIP/ICEOP annual meeting and participated in a Job Fair in November 1998 for students completing post-graduate degrees in the program. In an effort to reach a more diverse pool of candidates, a proposal has been submitted to make changes in the SIU School of Medicine home page to provide easier access to information regarding the School's current recruiting efforts. If approved, those changes will occur during FY00.

Recruitment for new and replacement faculty and administrative/professional staff during the reporting period yielded mixed results. Statistically small numbers and wide variances in the number of hires in all of the administrative, faculty, and professional groups (Administrative, Faculty-Tenure Track, Faculty-Alternate Track, Professional), make it difficult to accurately assess trend data. The number of open recruitments yielded statistically fewer hires during the calendar year 1998. A number of new faculty members will join SIU School of Medicine after the beginning of FY00, and actual statistics regarding those hires will be reported next year.

Tenure track promotions for the 1998 calendar year one minority faculty member of five receiving promotions and/or promotions with tenure. Two additional female tenure track faculty members at the School of Medicine – Carbondale were promoted and/or promoted with tenure. Although School of Medicine faculty, these promotions are reported by SIUC. 37.5% of the tenure track promotions made by the School of Medicine in 1998 were either minority or female.

Training programs for the prevention of sexual harassment have become an important component of all orientation programs at SIU School of Medicine; training is provided to all new faculty and staff, all incoming residents and students, and upon special request by a department. In May 1999, the Office of Human Resources developed and delivered seminars to volunteer faculty in the Department of OB/GYN that focused on the broader topics of abuse and harassment.

The School of Medicine has not had any adjudicated case of the nature described (e.g., religious, ethnic, or racial intimidation or sexual harassment) in Section 9.21(a)(2) since the act was approved. University Legal Counsel has assumed responsibility for the reporting of any future cases.

The Security Department for the School of Medicine is complying with the requirements of Section 9.21(a)(3).

Attachment A

II. Program Updates

The following programs have been reported as a single dedicated program in the prior years. They will be reported as separate programs for FY99 and in the future.

- MEDPREP Alliance Program/Medical School
- MEDPREP Alliance Scholarship Program/Medical School

The following dedicated programs have been phased out during the reporting year.

- Kathryn Terry Medical Student Scholarship Fund/Medical School

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Addition X or Deletion (check one)

Name of the program or formally organized support unit

MEDPREP ALLIANCE PROGRAM/Medical School

Current goals and objectives of the program or unit

The MEDPREP ALLIANCE PROGRAM has previously been reported as a single dedicated program. It is being reported as a separate program beginning with the current reporting year to more accurately reflect the program's goals and objectives. It is designed to improve and strengthen the relationship between SIU School of Medicine and MEDPREP.

Type of activities and events that the program or unit conducts and sponsors

The MEDPREP ALLIANCE PROGRAM is available to MEDPREP students (minority, rural, and otherwise educationally disadvantaged students and is designed to increase the number of these population groups in each entering class. It allows MEDPREP students who meet established criteria to receive acceptance to SIU School of Medicine.

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Addition X or Deletion (check one)

Name of the program or formally organized support unit

MEDPREP ALLIANCE SCHOLARSHIP PROGRAM

Current goals and objectives of the program or unit

This scholarship program has previously been reported as a single program (MEDPREP ALLIANCE PROGRAM) and is being reported as dedicated program for this reporting year. The program is designed to financially assist those students who have been accepted to Southern Illinois University School of Medicine through the MEDPREP ALLIANCE PROGRAM). Funding for the scholarships is being phased in over a period of three fiscal years. The scholarship program will be fully funded in FY00.

Type of activities and events that the program or unit conducts and sponsors

The MEDPREP Program is designed to assist students from populations underrepresented in the health professions to prepare for careers in medicine or dentistry. The MEDPREP Alliance Scholarship Program provides a maximum of four scholarships of \$12,500 each year for four years to students who enter SIU School of Medicine through the MEDPREP Alliance Program.

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Addition _____ or Deletion X (check one)

Name of the program or formally organized support unit

Kathryn Terry Medical Student Scholarship Fund/Medical School

Current goals and objectives of the program or unit

This scholarship program is no longer being identified as a minority scholarship and will be deleted from this report in future years. The scholarship continues to be awarded on an annual basis, however, minority status is no longer the primary criteria for awarding the scholarship.

Type of activities and events that the program or unit conducts and sponsors

The scholarship program provides tuition assistance to students enrolled at SIU School of Medicine.

Attachment B

III. Tables on Student Enrollment, Staff Enrollment, and Fiscal Resources

Information to be included in Attachment B (Table 1) has been provided for the following programs:

- American Medical Women's Association/Medical School
- Dr. Hildegard C. Landecker Memorial Endowment Fund/Medical School
- Health Science Careers Pathway (HSCP)/Medical School
- Kathryn Terry Medical Student Scholarship Fund/Medical School
- Medical/Dental Preparatory Program (MEDPREP)/Medical School
- MEDPREP Alliance Program/Medical School
- MEDPREP Alliance Scholarship Program/Medical School
- Prematriculation Program/Medical School
- Scholarship Program for Academically Superior Minority Student /Medical School
- Southern Illinois University Summer High School Research Apprenticeship Program/Medical School
- Student National Medical Association/Medical School

Information to be included in Attachment B (Table 2) has been provided for the following programs:

- Affirmative Action Office/Medical School

Information to be included in Attachment B (Table 3) has been provided for the following programs:

- Affirmative Action Office/Medical School
- American Medical Women's Association/Medical School
- Dr. Hildegard C. Landecker Memorial Endowment Fund/Medical School
- Health Science Careers Pathway (HSCP)/Medical School
- Kathryn Terry Medical Student Scholarship Fund/Medical School
- Medical/Dental Preparatory Program (MEDPREP)/Medical School
- MEDPREP Alliance Program/Medical School
- MEDPREP Alliance Scholarship Program/Medical School
- Prematriculation Program/Medical School
- Scholarship Program for Academically Superior Minority Student /Medical School
- Southern Illinois University Summer High School Research Apprenticeship Program/Medical School
- Student National Medical Association/Medical School

Dollars have been rounded to the nearest hundred dollars, all budgeted funds (not just state funds) have been included, and all staff budgeted to a program have been counted.

MWD XIII
Attachment B, Table 1
Programs for Underrepresented Students at Illinois Public Institutions
Students Served, Fiscal Year 1999

Program	Racial/Ethnic Composition of Students Served by Minority Programs					Females & Disabled Served By Dedicated Programs				Total Students Served	
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		Multi-purpose**
Health Science Careers Pathways/MS***	20				20			15			20**
SIU Summer High School Research Apprentice Program***	6*	2	1		9	2*		5			11*
American Medical Women's Association/MS								125			125
Affirmative Action Office/MS											
Dr. H.C. Landecker Memorial Endowment Fund/MS											
Medical/Dental Preparatory Program/MS	59	10		1	70	4		1			1
MEDPREP Alliance Program/MS	1	1	2		4	3		51	74		74
MEDPREP Alliance Scholarship/MS	2	1	1		4	12		2	7		7
Prematriculation Program/MS	2	2	2		6	2		6	16		16
Scholarship Program for Academically Superior Minority Students/MS	1				1			4			8
Student National Medical Association/MS	13	8		2	23						1
											23

* This number identifies 2 teachers who participated in the program. Criteria for participation by teachers includes those who teach a significant number of minority students.

** The Health Science Careers Pathways program was delayed until July 1998 to accommodate students whose academic year was extended due to the teachers' strike in the East St. Louis School District.

*** Denotes precollegiate program.

MWD XIII
Attachment B, Table 2
Programs for Underrepresented Staff at Illinois Public Institutions
Staff Served, Fiscal Year 1999

Program	Racial/Ethnic Composition of Staff Served by Minority Programs					Females & Disabled Served By Dedicated Programs				Total Staff Served	
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		Multi-purpose**
Health Science Careers Pathways/MS***											
Minority HS Research Apprentice Program***											
Health Science Enrichment Program***											
NCRR Minority Initiative/MS***											
American Medical Women's Association/MS											
Affirmative Action Office/MS											
Dr. H.C. Landecker Memorial Endowment Fund/MS											196
Kathryn Terry Medical Student Scholarship Fund/MS											
Medical/Dental Preparatory Program/MS											
MEDPREP Alliance Program/MS											
Prematriculation Program/MS											
Scholarship Program for Academically Superior Minority Students/MS											
Student National Medical Association/MS											
											196
											196

*** Denotes precollegiate program

MWD XIII

Attachment B, Table 3

Dollars and Staff Allocated to Programs Dedicated to Underrepresented Students and Staff
Staff Years & Dollars Budgeted for FY98 & FY99

	Staff Years Budgeted FY98		FY99	Dollars Budgeted FY98	FY99	Change in Dollars
Health Science Careers Pathways/MS***	0.36	0.36	\$	35,000.00	\$ 45,000.00	\$ 10,000.00
SIU Summer High School Research Apprentice Program*** ¹	1.20	0.00		\$32,200.00	\$0.00	\$ (32,200.00)
American Medical Women's Association/MS	0.04	0.05	\$	2,000.00	\$ 2,400.00	\$ 400.00
Affirmative Action Office/MS	0.45	0.45	\$	14,000.00	\$ 14,400.00	\$ 400.00
Dr. H.C. Landecker Memorial Endowment Fund/MS	0.02	0.02	\$	1,200.00	\$ 1,200.00	\$ -
Kathryn Terry Medical Student Scholarship Fund/MS	0.01	0.00	\$	21,600.00	-	\$ (21,600.00)
Medical/Dental Preparatory Program/MS ²	12.25	12.17	\$	835,400.00	\$ 846,400.00	\$ 11,000.00
MEDPREP Alliance Program/MS ³	0.03	0.03	\$	4,100.00	\$ 4,300.00	\$ 200.00
MEDPREP Alliance Scholarship/MS ³	0.09	0.05	\$	50,000.00	\$ 101,900.00	\$ 51,900.00
Prematriculation Program/MS	0.50	0.50	\$	89,200.00	\$ 89,200.00	\$ -
Scholarship Program for Academically Superior Minority Students/MS	0.02	0.02	\$	22,300.00	\$ 19,100.00	\$ (3,200.00)
Student National Medical Association/MS	0.21	0.75	\$	5,200.00	\$ 5,500.00	\$ 300.00

*** Denotes precollegiate program

¹ The High School Research Apprentice Program has been phased out by the granting agency, however MEDPREP staff applied for and received permission to utilize FY98 lapsed funds for an extension of the program in FY99.

² Additional indirect costs of \$14,899.00 and \$15,236.00 respectively were allocated to MEDPREP. Total budgets were \$850,288.00 and \$861,636.00.

³ These programs were listed as a single dedicated program in prior years. Budget amounts for FY98 were adjusted to reflect the appropriate allocated amounts.

Attachment C

IV. Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff Year – A staff year is defined as a 12-month contract providing for at least one month of vacation

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Attachment D.

Attachment D

V. Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries individuals who have documented, diagnosed learning disabilities, and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below both the undergraduate and graduate/ professional enrollment of students with disabilities for the fiscal year preceding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1998 Undergraduate Enrollment of Students with Disabilities _____

FY1998 Graduate/Professional Enrollment of Students with Disabilities 2

The above enrollment count is: (please check one)

a) estimate of the number of disabled students at the institution _____

b) count of the number of students receiving services at the institution 2

Attachment E

VI. Review of Formally Organized Units Supporting Underrepresented Groups

The MEDPREP Program at Southern Illinois University (SIU) School of Medicine has been in existence since 1972, a period of 27 years. The original goal of the program, to increase the pool of qualified medical/dental applicants from underrepresented populations, has been retained in the present program.

Applicants are selected for participation in the MEDPREP Program based on a variety of criteria, including:

1. Grade point average of at least 2.0 on a 4.0 scale;
2. Successful completion of at least one year of college science;
3. Adequate performance on a variety of standardized examinations; and
4. Participation in an Admissions Day at SIUC that includes interviews and additional examinations.

Final selection of MEDPREP students is made by the MEDPREP Admissions Committee (MEDPREP faculty, School of Medicine faculty, and students). Participants selected are each assigned to a MEDPREP faculty advisor who designs an individualized program for the student, including enrollment in classes at SIUC, and monitors the student's progress throughout the program. Course programs are intended to maximize the student's chances of successful professional school matriculation.

1. How effective is the unit in identifying and serving its student clientele?

Although the program initially served only Illinois residents, MEDPREP has a national applicant pool that has grown from seventy to over 350 in its more than twenty-five years of existence. A significant number of students enrolled are Illinois residents, particularly Southern Illinois, however, the current nationwide interest in MEDPREP is due in part to the positive reputation the program has among admissions officers and administrators at health professions schools across the country.

The MEDPREP Program has a strong national reputation for the preparation of students who will be competitive in medical and other professional schools. The population of students who participate in the program is academically and ethnically diverse. An important aspect of the success of the program is the continuing individual commitment, energy, and instructional expertise of the staff.

MEDPREP students have been successful in gaining entry into health professions schools nationwide. Historically, over sixty-four percent (64%) of the total number of MEDPREP graduates who applied have received acceptances. Students receiving the recommendation of the

MEDPREP Student Progress Committee have had an even higher acceptance rate of 86.3%. That level of success follows the students through the professional school experience with eighty-seven (87%) still enrolled or having graduated.

2. *How successful has the unit been in improving student participation and achievement?*

“The mission of the MEDPREP is to assist students from historically medically underserved groups to prepare for careers in medicine or dentistry. The main purpose of MEDPREP is to provide educational enhancement and/or reinforcement experiences, thereby increasing the number of qualified applicants from historically medically underserved groups to health professional schools. (MEDPREP Admissions Guide).”

At its inception, MEDPREP served historically medically underserved undergraduate and post-baccalaureate students. Over the years MEDPREP students have matriculated at and graduated from health professions schools in Illinois and across the country. In recent years, formal bridge programs have been initiated, providing targeted groups of students with positive experiences related to the health professions both on and off campus. Tracking mechanisms have indicated that the success rate of students participating in those programs is equally as high. The bridge programs, in addition to broadening the approach of MEDPREP to include pre-collegiate groups, have also provided MEDPREP students with opportunities to act as mentors to the younger students.

3. *How effective is the unit in its use of resources?*

Prior reviews of the program have found that “MEDPREP resources are efficiently and effectively used.” Much of the HCOP grant and state funding received from the School of Medicine goes to support faculty and staff salaries.

4. *Have previous evaluations brought about changes in the unit's policies and operations?*

The last two external reviews of MEDPREP were conducted in 1983 and 1993. The 1993 review team examined recommendations made in the prior review and evaluated the outcomes. As in 1983, MEDPREP staff and School of Medicine administrators evaluated the 1993 “Areas of Concern” addressed by the review teams and recommended reasonable and appropriate program changes.

1) The financial support available to students continues to be a problem.

Some of the programs with which MEDPREP competes for participants are able to provide per diem stipends to their students. This issue continues to be a concern. Applications for grants that provide funding for student stipends during fall and spring semesters have been unsuccessful. The program has been successful in obtaining stipends for the Prematriculation and summer MCAT Review program that are both held during the summer semester. Two private donor scholarships have provided some assistance.

- 2) There is continued need to involve School of Medicine faculty at the Carbondale campus in the program.

Since the time of the last program review, the participation of the Carbondale medical school faculty has increased significantly. This has occurred in several ways: (a) the Anatomy faculty offer a Medical Science course in MEDPREP; (b) increasing numbers of medical school faculty serve on the MEDPREP Admissions Committee; (c) faculty from the medical school are involved in interviewing applicants to the MEDPREP program; and (d) faculty from the medical school are an integral part of the MEDPREP Student Progress Committee.

- 3) There needs to be a more concerted effort on the part of the SIU School of Medicine to recruit students from MEDPREP into the first year class.

In an effort to strengthen the ties with MEDPREP and to improve the rate of matriculation by MEDPREP graduates at SIU School of Medicine, the MEDPREP Alliance Program was established. It includes a process of automatic acceptance to the School of Medicine for students meeting established criteria as well as critical new scholarship dollars.

Other activities include more frequent and substantive interaction between MEDPREP students and School of Medicine faculty from both Carbondale and Springfield. For example, several activities were undertaken to strengthen the ties between MEDPREP students and the first year medical students of the School of Medicine. Effective and successful activities include but are not limited to: (a) social activities such as pizza parties, luncheons, and joint seminars; (b) career development activities; and (c) a peer mentoring system where a medical student is a buddy to a MEDPREP student.

- 4) There is no comprehensive MEDPREP database for tracking students and measuring outcomes.

MEDPREP alumni are tracked each year to confirm their acceptance to and graduation from health professional schools. MEDPREP has an extensive database containing admissions data, grades and course data while in MEDPREP and follow-up data after program completion.

- 5) There is no mechanism for in-house, on-going program evaluation.

Follow-up data on MEDPREP student acceptance to and graduation from health professional school are analyzed annually and used to measure the program's success in its mission. In addition, faculty and staff participate in an annual Advance retreat to evaluate the program goals and activities.

6) There is no faculty/community advisory committee for MEDPREP.

A faculty/community advisory committee was established in 1994 as recommended by the review team. In addition to providing valuable input and feedback to MEDPREP staff, the committee has assisted the program in providing an increased level of community involvement by program participants.

7) There is poor understanding of the MEDPREP mission and accomplishments by some medical school faculty and students.

Dedicated programs like the MEDPREP Alliance Program that provide a link between MEDPREP and the School of Medicine are serving to improve that understanding. Increasing numbers of MEDPREP graduates successfully completing medical school and post-graduate residencies at SIU and nationwide as well as the hire of a MEDPREP graduate as a clinical faculty member in 1997 have also helped to provide a heightened awareness of the program's mission. MEDPREP faculty members have continued to publish articles in a variety of refereed journals, enhancing the educational image of the program, and have also made a number of presentations and conducted several workshops. MEDPREP faculty also serve as consultants for Association of American Medical Colleges (AAMC).

Further assessment of MEDPREP is ongoing as a part of the preparation for the LCME site visit scheduled in January 2000, and additional information is expected to be available for the FY01 report.

VII. Annual Institutional Summary

SIU School of Medicine continues to be successful in recruiting and retaining students. Typically, 1800 to 2000 applications are received per year in a highly competitive market for the seventy-two designated medical student slots, and retention rates have averaged 98.6 percent in recent years. The School will continue to place emphasis on the recruitment and retention of students from diverse ethnic and cultural backgrounds through programs such as MEDPREP, additional scholarships in the Health Alliance Program, and programs to assist at-risk students such as the diagnostic assessment program and MEDPREP's Prematriculation Program. Significant progress has been made during the reporting year towards improving the representation of minority groups in the student population. The School will also continue to place emphasis on the recruitment of faculty and staff from similarly diverse ethnic and cultural backgrounds with a focus on its ability to foster excellence in both education and research and to develop and nurture research potential in such junior faculty.



SOM Campus-Wide Data Tables

Table Series A Data Relating to Enrollment and Career Placement of Minority Students

Table 1	Minority Enrollment
Table 2	Percentage of Minority Applicants Who Matriculate
Table 3	Minority Attrition Summary
Table 4	Minority Students Taking More than Four Years to Complete the M.D. Degree
Table 5	Minority Career Placement – First Year Postgraduate Residency Match
Table 6	Demographics of MEDPREP Student Population
Table 7	Recruitment/Acceptance of MEDPREP Graduates to Medical/Health Career Schools in the United States

Table Series B Data Relating to Enrollment and Career Placement of Female Students

Table 1	Female Enrollment
Table 2	Female Attrition Summary
Table 3	Female Students Taking More Than Four Years to Complete the M.D. Degree
Table 4	Female Career Placement – First Year Postgraduate Residency Match

Table Series C Data Relating to Recruitment and Promotion of Faculty and Staff

Table 1	Administrative, Faculty, and Professional New Hires 1998
Table 2	Administrative, Faculty, and Professional Promotions 1998
Table 3	Civil Service New Hires, January 1 through September 8, 1998
Table 4	Civil Service Promotions 1998

Table Series A

**Data Relating to Enrollment and Career Placement
of
Minority Students**

TABLE 1

**SIU SCHOOL OF MEDICINE
MINORITY ENROLLMENT**

ACADEMIC YEAR	TOTAL ENROLLMENT	<u>BLACK</u>	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC ISLANDER	TOTAL MINORITY ENROLLMENT	MINORITY PERCENT
1998-99	291	13	9	2	32	56	19.2%
1997-98	287	12	6	2	30	50	17.4%
1996-97	290	18	8	2	31	59	20.3%
1995-96	287	23	8	2	26	59	20.6%
1994-95	287	24	5	1	29	59	20.6%

TABLE 2

**SIU SCHOOL OF MEDICINE
PERCENTAGE OF MINORITY APPLICANTS WHO MATRICULATE**

	1995	1996	1997	1998	1999
TOTAL APPLICATIONS	1440	1411	1112	1265	828
TOTAL MATRICULANTS	72	72	72	72	
BLACK APPLICANTS	107	125	102	88	87
BLACK MATRICULANTS	4	0	1	3	
HISPANIC¹ APPLICANTS	50	61	53	44	39
HISPANIC MATRICULANTS	5	0	1	4	
NATIVE AMER. APPLICANTS	2	2	4	6	6
NATIVE AMER. MATRICULANTS	1	0	0	1	
ASIAN/PCF ISLAND APPLICANTS	364	364	321	339	260
ASIAN/PCF ISLAND MATRICULANTS	5	10	6	9	
RATE OF MINORITY MATRICULATION	1.0%	.7%	.8%	1.3%	% ²

¹ Applicants/Matriculants categorized as Hispanic include all Hispanic, Mexican-American, and Puerto Rican sub-groups.

² Matriculation data for the academic year 1999-2000 is not yet available.

TABLE 3

**SIU SCHOOL OF MEDICINE
MINORITY ATTRITION SUMMARY**

ACADEMIC YEAR	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER
1998-99	0	0	0
1997-98	0	1	1
1996-97	1T	0	0
1995-96	0	0	1
1994-95	1D	0	1W

D = Dismissed
Dec = Deceased

T = Transferred to another medical school
W = Withdrew

TABLE 4

**SIU SCHOOL OF MEDICINE
MINORITY STUDENTS TAKING MORE THAN FOUR YEARS
TO COMPLETE THE M.D. DEGREE
(Includes Voluntary Leaves of Absence)**

GRADUATION YEAR	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER
1999	4	0	0
1998	1	0	0
1997	2	0	1
1996	2	1	0
1995	1	0	1

Table 5

**SIU SCHOOL OF MEDICINE
MINORITY CAREER PLACEMENT
FIRST YEAR POSTGRADUATE RESIDENCY MATCH**

GRADUATION YEAR	STUDENTS INITIALLY UNMATCHED		
	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER
1999	1	0	0
1998	1	0	1
1997	1	0	0
1996	0	0	1
1995	2	0	0

* Data includes all minority students who are not matched during the initial match period. Included in that count are students who choose not to seek residency matches, but rather obtain other employment or continue with additional postgraduate education.

Table 6

**SIU SCHOOL OF MEDICINE
DEMOGRAPHICS OF MEDPREP STUDENT POPULATION**

	FEMALE					MALE					TOTAL				
	FY95	FY96	FY97	FY98	FY99	FY95	FY96	FY97	FY98	FY99	FY95	FY96	FY97	FY98	FY99
Black	53	51	45	52	44	14	17	16	16	15	67	68	61	68	59
	62.3 %	61.5 %	56.3 %	58.5 %	59.5 %	16.4 %	20.5 %	20.0 %	18.0 %	20.2 %	78.7 %	82.0 %	76.3 %	76.5 %	79.7 %
Hispanic	8	5	4	5	4	6	2	3	4	6	14	7	7	9	10
	9.4%	6.0%	5.0%	5.6%	5.4%	7.1%	2.4%	3.8%	4.5%	8.1%	16.5 %	8.4%	7.8%	10.1 %	13.5 %
Native American	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1
	0.0%	0.0%	0.0%	1.1%	1.4%	1.2%	1.2%	0.0%	0.0%	0.0%	1.2%	1.2%	0.0%	1.1%	1.4%
Asian/ Pacific Islander	0	0	0	0	0	0	0	2	3	0	0	0	2	3	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	3.4%	0.0%	0.0%	0.0%	2.4%	3.4%	0.0%
Caucasian	2	3	7	6	3	1	3	3	2	1	3	6	10	8	4
	2.4%	3.6%	8.7%	6.7%	4.0%	1.2%	3.6%	3.8%	2.2%	1.4%	3.6%	7.2%	12.5 %	8.9%	5.4%
Other	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%
Total	63	60	56	64	52	22	23	24	25	22	85	83	80	89	74
	74.1 %	72.3 %	70.0 %	71.9 %	70.2 %	25.9 %	27.7 %	30.0 %	28.1 %	29.7 %	100 %	100 %	100 %	100 %	100 %

Table 7

**RECRUITMENT/ACCEPTANCE OF MEDPREP GRADUATES TO
MEDICAL/HEALTH CAREER SCHOOLS IN THE UNITED STATES**

MEDICAL SCHOOL/HEALTH CAREER SCHOOL	NUMBER OF STUDENTS MATRICULATING FALL OF				ACCEPTED FALL, 1999
	1995	1996	1997	1998	
Case Western-Reserve University School of Medicine	3	3		1	×
Chicago College of Osteopathic Medicine		1			
Dartmouth College/Dartmouth Medical School		1			
Georgetown University School of Medicine		1		3	
Howard University College of Medicine	✓		✓	2	
Indiana University School of Medicine	✓	1			×
Jefferson Medical College of Thomas Jefferson University			1	✓	×
Loyola University Medical Center/Stritch School of Medicine				1	×
MCP Hahnemann University School of Medicine	1		4	3	×
Medical College of Ohio	2	1	1	✓	×
Medical College of Wisconsin	✓		1	✓	×
Medical University of South Carolina College of Medicine	1				
Meharry Medical College School of Medicine	1	1	✓	1	
Mercer University School of Medicine			2	✓	
Michigan College of Osteopathic Medicine	1	1			
Morehouse School of Medicine	1		✓	1	
Mount Sinai School of Medicine/City University of NY	✓				
Northeastern Ohio Universities College of Medicine	✓		1		
Northwestern University Medical School					×
Ohio State University College of Medicine	1	✓	✓		
Ohio University College of Osteopathic Medicine	1		1	✓	
Ross University School of Medicine	1	1	1	3	
Rush Medical College of Rush University	1				×
Saint Louis University School of Medicine			1	✓	
Southern Illinois University School of Medicine	4		3	7	×
Southern Illinois University School of Dentistry		2			
State University of NY Health Science Center/Brooklyn	✓		✓		
Temple University School of Medicine/Dentistry		2			
Tufts University School of Medicine	1		✓		
UCLA/Drew School of Medicine					×
UMDNJ -- Robert Wood Johnson Medical School			✓		×
UMDNJ -- New Jersey Medical School/Newark	1			1	×
UMDNJ -- School of Osteopathic Medicine	✓		✓	1	
Universidad Eugenio Maria De Hostos (Santo Domingo)				✓	×
University of Arkansas College of Medicine				1	×
University of Chicago Pritzker School of Medicine				1	
University of Cincinnati College of Medicine	4	4	2	✓	×
University of Colorado School of Medicine	1				
University of Illinois College of Medicine	2	5	1	4	×
University of Iowa College of Medicine		1	2	1	×
University of Kentucky College of Medicine					×
University of Louisville School of Medicine			1	1	×
University of Maryland School of Medicine	1				
University of Michigan Medical School					×
University of Nebraska College of Medicine	1				×
University of Osteopathic Medicine/ Des Moines				2	×
University of Pennsylvania School of Medicine	✓				
University of South Carolina School of Medicine			1	✓	
University of Tennessee, Memphis, College of Medicine			✓		
University of Texas, Dallas, Southwestern Medical School			1	✓	
University of Wisconsin Medical School	✓				×
Wake Forest University/Bowman Gray School of Medicine	✓		1	✓	
Wayne State University School of Medicine		✓			
Western University of the Health Sciences	1	1	2	✓	
Wright State University School of Medicine	1	1		2	×
Total number of MEDPREP students accepted	31	27	27	36	
Total numbers of schools accepting MEDPREP students	31	21	18	29	25

✓ Health professional school accepted one or more MEDPREP students, but acceptee(s) chose to matriculate at a different school.

× Known acceptances of MEDPREP students by health professional schools for 1999-2000 academic year.

Data includes known matriculants or acceptances of students making application to health professions schools through Student Progress Committee and may include MEDPREP alumni.

Table Series B

**Data Relating to Enrollment and Career Placement
of
Female Students**

Table 1

**SIU SCHOOL OF MEDICINE
FEMALE ENROLLMENT**

ACADEMIC YEAR	TOTAL ENROLLMENT	FEMALES	PERCENT FEMALES
1998-99	291	125	43.0%
1997-98	287	124	43.2%
1996-97	290	137	47.2%
1995-96	287	133	46.3%
1994-95	287	128	44.6%

Table 2

**SIU SCHOOL OF MEDICINE
FEMALE ATTRITION SUMMARY**

ACADEMIC YEAR	DISMISSED	DECEASED	WITHDREW	TRANSFERRED
1998-99	0	0	0	0
1997-98	0	0	0	1
1996-97	0	0	0	0
1995-96	0	0	1	2
1994-95	0	0	3	0

Table 3

**FEMALE STUDENTS TAKING MORE THAN FOUR YEARS
TO COMPLETE THE M.D. DEGREE
(Includes Voluntary Leaves of Absence)**

GRADUATION YEAR	NUMBER OF FEMALE STUDENTS
1999	5
1998	2
1997	3
1996	3
1995	1

Table 4

**FEMALE CAREER PLACEMENT
FIRST YEAR POSTGRADUATE RESIDENCY MATCH**

GRADUATION YEAR	FEMALE STUDENTS INITIALLY UNMATCHED*
1999	1
1998	2
1997	2
1996	3
1995	1

* Data includes all female students who are not matched during the initial match period. Included in that count are students who choose not to seek residency matches, but rather obtain other employment or continue with additional postgraduate education.

Table Series C

Data Relating to Recruitment and Promotion
of Faculty and Staff

Table 1

Administrative, Faculty, and Professional New Hires
January 1 through December 31, 1998
Southern Illinois University School of Medicine

	Administrative					Total	Female #/%	Minority #/%
	White	Black	Asian	Hispanic	Amer. In.			
Male	1	0	0	0	0	1		
Female	0	0	0	0	0	0	0/0.0%	0/0.00%
Total	1	0	0	0	0	1		
	Faculty (Tenure Track)					Total	Female #/%	Minority #/%
	White	Black	Asian	Hispanic	Amer. In.			
Male	5	0	0	0	0	5		
Female	2	0	0	0	0	2	2/28.6%	0/0.0%
Total	7	0	0	0	0	7		
	Faculty (Alternate Track)					Total	Female #/%	Minority #/%
	White	Black	Asian	Hispanic	Amer. In.			
Male	9	0	4	2	0	15		
Female	9	0	1	0	0	10	10/40.0%	7/28.0%
Total	18	0	5	2	0	25		
	Professional					Total	Female #/%	Minority #/%
	White	Black	Asian	Hispanic	Amer. In.			
Male	9	0	0	0	0	9		
Female	10	0	1	0	0	11	11/55.0%	1/5.0%
Total	19	0	1	0	0	20		
	Grand Total					Total	Female #/%	Minority #/%
	White	Black	Asian	Hispanic	Amer. In.			
Male	24	0	4	2	0	30		
Female	21	0	2	0	0	23	23/43.4%	9/17.0%
Total	45	0	7	2	0	53		

Percentage

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	45.3%	0.0%	7.5%	3.8%	0.0%	56.6%
Female	39.6%	0.0%	3.8%	0.0%	0.0%	43.4%
Total	84.9%	0.0%	11.3%	3.8%	0.0%	100.00%

Table 2

**Administrative, Faculty, and Professional Promotions
January 1 through December 31, 1998
Southern Illinois University School of Medicine**

	White	Black	Asian	Administrative Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	1	0	0	0	0	1		
Female	0	0	0	0	0	0	0/0.0%	0/0.00%
Total	1	0	0	0	0	1		

	White	Black	Asian	Faculty (Tenure Track) Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	1	0	0	5		
Female	0	0	0	0	0	0	0/0.0%	1/20.0%
Total	4	0	1	0	0	5		

	White	Black	Asian	Faculty (Alternate Track) Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	5	0	0	0	0	5		
Female	3	0	1	0	0	4	4/44.4%	1/11.1%
Total	8	0	1	0	0	9		

	White	Black	Asian	Professional Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	1	0	0	5		
Female	9	0	0	0	0	9	9/64.3%	1/7.1%
Total	13	0	1	0	0	14		

	White	Black	Asian	Grand Total Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	13	0	2	0	0	15		
Female	12	0	1	0	0	13	13/46.4%	3/10.7%
Total	25	0	3	0	0	28		

Percentage

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	46.4%	0.0%	7.1%	0.0%	0.0%	53.5%
Female	42.9%	0.0%	3.6%	0.0%	0.0%	46.5%
Total	89.3%	0.0%	10.7%	0.0%	0.0%	100.00%

Table 3

Civil Service New Hires
January 1 through September 8, 1998
Southern Illinois University School of Medicine

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	16	0	0	0	0	16		
Female	65	4	0	0	1	70	70/81.4%	5/5.8%
Total	81	4	0	0	1	86		

Percentage

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	18.6%	0.0%	0.0%	0.0%	0.0%	20.0%
Female	76.6%	4.7%	0.0%	0.0%	0.0%	80.0%
Total	94.2%	4.7%	0.0%	0.0%	0.0%	100.0%

Table 4

Civil Service Promotions
January 1 through December 31, 1998
Southern Illinois University School of Medicine

	White	Black	Asian	Hispanic	Amer. In.	Total	Female #/%	Minority #/%
Male	4	0	0	0	0	4		
Female	16	0	0	0	0	16	16/80.0%	0/0.0%
Total	20	0	0	0	0	20		

Percentage

	White	Black	Asian	Hispanic	Amer. In.	Total
Male	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Female	80.0%	0.0%	0.0%	0.0%	0.0%	80.0%
Total	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%

